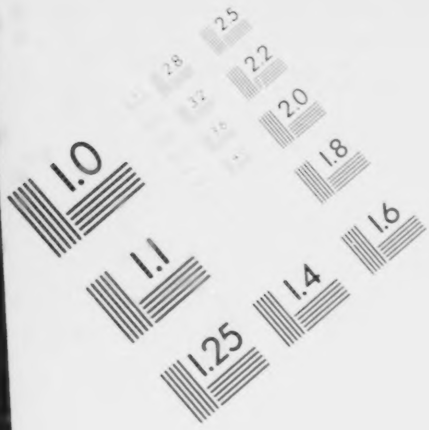
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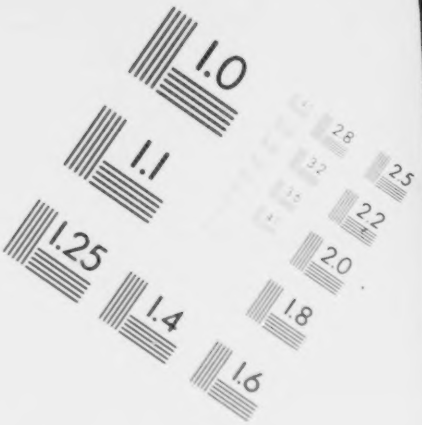
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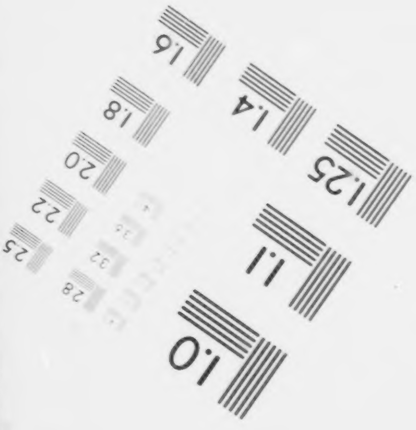
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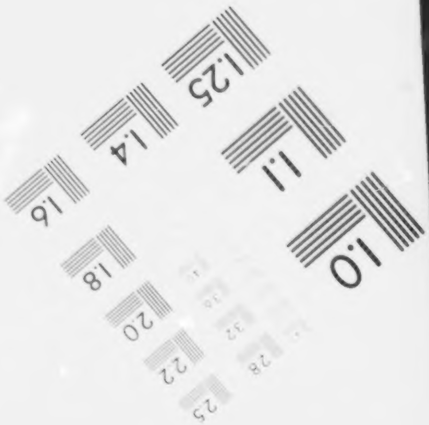
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ABSTRACT

The Educational Testing Service is preparing to introduce a new generation of teacher assessments, the Praxis Series of professional assessments for beginning teachers. At one level, the assessments will be used to decide whether prospective teachers possess an acceptable level of competence, while at second and third levels the tests will measure knowledge of subject matter and application of teaching knowledge and skills. This report focuses on a job analysis conducted to identify the core tasks necessary for secondary school teachers as a step in the development of the Praxis tests. Experts defined 87 tasks that were used as the basis for a survey of 3,136 secondary school teachers, 183 administrators, and 234 teacher educators. Fifty percent of more of respondents judged all but one of the 87 tasks to be performed by newly licensed teachers, and there was high agreement among all 3 groups. Fifty of the tasks were judged to meet the eligibility standard by all groups, and teacher task ratings of importance were highly correlated with administrator and teacher educator task ratings of effectiveness for beginning teachers. These results may be used in test development. Twenty-five tables in the text present survey findings. Twelve appendixes provide supplemental information, including the survey, and an additional 1[illegible] tables. (Contains 20 references.) (SLD)

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The Professional Functions of Secondary School Teachers

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THE PROFESSIONAL FUNCTIONS OF SECONDARY SCHOOL TEACHERS

By

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Division of Applied Measurement Research
Educational Testing Service
Princeton, New Jersey
June 1992

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The authors would like to extend our gratitude to the many individuals and organizations that contributed to this project. In particular, we would like to recognize the members of our Local, Regional, and National Advisory Committees who helped identify and define the important tasks performed by secondary school teachers. Our gratitude also extends to the many associations that provided us with advice and assistance during this project: National Association of State Directors of Teacher Education and Certification, American Association of Colleges for Teacher Education, National Association of Secondary School Principals, National Education Association, and American Federation of Teachers. Our appreciation also goes out to the more than 3,500 teachers, principals, and teacher educators who took time from their busy schedules to complete the survey. Clearly, without your dedication to the teaching profession, this project could not have been successfully carried out. Although many individuals at ETS assisted in this project, special recognition goes to Cindy Hammell who constructed the many tables and appendices included in this report.

THE PROFESSIONAL FUNCTIONS OF SECONDARY SCHOOL TEACHERS

Executive Summary

Michael Rosenfeld, Norman Freeberg, and Patricia Bukatko

Educational Testing Service (ETS) is preparing to introduce a new generation of teacher assessments (The Praxis Series: Professional Assessments for Beginning Teachers™) intended for use by states as part of the process of licensing or certifying teachers. This system will consist of three stages of assessment. Stage I assessments are designed to be used by a state to decide whether prospective teachers possess an acceptable level of competence in the basic academic skills (e.g., reading, writing, mathematics) that the state requires of the beginning teacher. Stage II assessments will measure knowledge of subject matter (e.g., biology, Spanish, social studies), principles of learning and teaching, and subject-specific pedagogy. Stage III assessments, which will measure the beginning teacher's application of teaching knowledge and skills, will be performance-based.

Three job analysis studies were conducted to provide data that would define the domain of teaching and provide evidence supporting the content validity of the performance assessment measures to be developed for Stage III. The goal of the studies was to identify a core set of tasks that are performed by and judged to be important for newly licensed teachers. Three separate but parallel studies were conducted to reflect three school levels: elementary, middle, and secondary. Due to the size and complexity of the studies, this report focuses primarily on the secondary school job analysis, however, summaries of results for the elementary and middle school studies as well as a comparison of similiarities and differences between school levels are provided in the summary.

Each study was conducted in two phases. Phase I involved a series of meetings with experts to establish an initial inventory of tasks; Phase II was a large-scale survey to solicit the judgments of large numbers of educational professionals with knowledge of teaching. Typically, content validity is established by the judgments of experts. Validity is enhanced when multiple judges with relevant expertise are included. In this case, the judges included teachers, supervisors of teachers (school administrators), and educators of teachers (college faculty). In both phases of the study, judges in each category were chosen from different types of constituencies and different areas of the country. Care was taken to include members of minority groups as well.

During Phase I, teachers, school administrators, and teacher educators met to create, review, and polish a list of tasks that would become the basis for the survey in Phase II. The 80-plus tasks were clustered into six dimensions: *planning and preparing for instruction; managing student behavior in the classroom; implementing instruction; evaluating student learning and instructional effectiveness; non-instructional responsibilities; and additional professional activities*. The product of these meetings was a survey instrument that listed the teaching tasks and asked respondents to rate each on a series of scales. All respondents rated the tasks on a scale that assessed importance for the job of a newly licensed teacher. Teachers were also asked to rate the tasks on scales of importance for their own job and the time they spend on each. School administrators and teacher educators were also asked to rate each task on a scale of effectiveness, specifically the degree to which the level of performance on the task differentiates between more and less effective beginning teachers. Finally, teacher educators were asked to rate each task on a scale that measures opportunity to learn, reflecting the opportunity that the beginning teacher may have had to learn the task in question. The surveys that contained the tasks and scales also asked respondents for background information and for their judgments of the adequacy and inclusiveness of the tasks in describing the job of the teacher.

Surveys were sent to large numbers of potential respondents. The primary groups of potential respondents to the survey included (1) teachers, (2) school administrators, and (3) teacher educators at the five largest teacher education institutions in each state. School administrators and teacher educators were included among potential respondents in order to provide the perspectives of those who educate and supervise teachers. While minorities were included in the primary group of teachers, a supplemental group of Black and Hispanic teachers and teacher educators at Historically Black Colleges and Universities was also included in the survey in order to increase the likelihood that a sufficient number of responses from minority teachers and the minority institutions that train them would be available to reflect their perspectives on the job of a newly licensed teacher.

Responses to the secondary school survey were obtained from 3,136 teachers, 183 administrators, and 234 teacher educators. The aggregate background characteristics of the teacher respondents showed them to be similar to teachers who took part in several recent studies of nationally-representative groups of teachers.

As noted, the main purpose of the job analysis studies was to identify a core set of tasks at each of the three school levels that would become a pool from which to choose tasks for use in designing the performance assessments in Stage III. To accomplish this, the major analyses of the data addressed three major questions. The major questions to be addressed, the analyses used, and the standards set to interpret the results are provided below.

(1) *Is the task performed by newly licensed teachers?*

The *importance for a newly licensed teacher's job* scale provided respondents with an opportunity to indicate whether the task is performed by newly licensed teachers. Percentages were computed of the teachers, administrators, and teacher educators who indicated that a given task is one that is performed. At least 50% of each of the respondent groups had to indicate that the task is performed by a newly licensed teacher in order for a task to be considered for inclusion in the Stage III assessments.

(2) *If it is performed, how important is it for a newly licensed teacher's job?*

Mean ratings and standard deviations for each task were computed for each of the respondent groups and for relevant subgroups of teachers. For a task to be considered for inclusion in the Stage III assessments, the task's mean importance value on the *importance for a newly licensed teacher's job* scale had to be at least 3.50 (the midpoint between scale points labeled *moderately important* and *very important*) for each of the respondent groups and relevant subgroups of teachers.

(3) *Do all the respondent groups and subgroups of teachers agree on the level of task importance?*

Correlations were computed between the respondent groups and between relevant subgroups of teacher respondents based on mean importance ratings of tasks. High correlations are indicative of congruent perceptions with respect to the relative importance of the tasks performed by newly licensed teachers. Comparisons of mean importance ratings were also made to determine whether or not a task met the 3.50 standard for all the respondent groups and subgroups of teachers.

Results for Secondary School Level

The following highlights the major findings of the job analysis study at the secondary school level:

- Fifty percent or more of the teachers, administrators, and teacher educators judged all but one of the 87 tasks included in the job analysis survey to be performed by newly licensed teachers.
- Results indicated high levels of agreement among teacher, school administrator, and teacher educator respondent groups, and subgroups of teachers on the tasks judged important for a newly licensed teacher's job. (Most correlations between groups defined by race\ethnicity, sex, years of teaching experience, primary teaching assignment, and region of the country were in the .90's.)
- Fifty of the 87 tasks (57%) were judged to meet the 3.50 importance eligibility standard by all respondent groups (i.e., teachers, administrators, and teacher educators) and relevant subgroups of teachers.
- The most important tasks were found in four of the six job dimensions I. *Planning and Preparing for Instruction*, II. *Managing Student Behavior in the Classroom*, III. *Implementing Instruction*, and IV. *Evaluating Student Learning and Instructional Effectiveness*.
- Teachers reported spending more time on tasks that they judged to be more important.
- Administrators and teacher educators agreed very highly on the degree to which tasks differentiate between more effective and less effective new teachers.
- Teacher task ratings of *importance for the newly licensed teacher's job* were highly correlated with administrator and teacher educator task ratings of effectiveness for beginning teachers.
- Teacher educators from the American Association of Colleges for Teacher Education (AACTE) and Historically Black Colleges and Universities indicated that in their judgment they are providing students an opportunity to learn those tasks that they

judged to be important for a newly licensed teacher's job and related to effectiveness on the job.

The results from the elementary and middle school job analysis studies were very similar to the secondary school findings. There were only minor differences in certain areas. Fifty percent or more of the elementary school teachers, administrators, and teacher educators judged all of the 85 tasks included in the elementary school job analysis survey to be performed by newly licensed teachers. Fifty-three of the 85 tasks (62%) were judged to meet the 3.50 importance eligibility standard by all elementary school administrators, teacher educators, teachers, and relevant subgroups of teachers. At the middle school level, 50% or more of the teachers, administrators, and teacher educators judged all but one of the 77 tasks included in the middle school job analysis survey to be performed by newly licensed teachers. Also, 44 of the 77 tasks (57%) were judged to meet the 3.50 importance eligibility standard by all middle school administrators, teacher educators, teachers, and relevant subgroups of teachers.

Similarities and Differences Across the Elementary, Middle, and Secondary School Levels

The primary purpose of each of the job analysis studies was to describe the most important tasks performed by newly licensed teachers at each of the three school levels. Three independent job analyses, one for each school level, were conducted to ensure that any existing differences in tasks across the three levels could be identified. The results permitted identification of a set of tasks performed by and judged to be important for beginning teachers at each of the three school levels by all groups who responded to the surveys. The data also provided an opportunity to examine similarities and differences across school levels in terms of the content of the survey instruments and the results of the surveys at the dimension and task levels.

Content of the Survey Instruments

In Phase I of each of the job analysis studies, committees of content experts identified the most important tasks of teaching for each of the three school levels. Each of the committees was asked to tailor a generic description of the job of a teacher to their school level. Despite this tailoring process, the final inventories were very similar. The job descriptions, one for each level, resulted in six job dimensions which are all highly similar conceptually, but contain minor differences in wording.

The tasks within each of the six job dimensions were also found to be highly similar across all three levels. Those tasks that were unique to a particular school level (i.e., did not conceptually match any task in the other two inventories) represented a relatively small proportion of the tasks. Even here, it is likely that many of the tasks would have been judged to be appropriate for inclusion in the inventories being designed for the other school levels.

Survey Results Across School Levels at the Task Level

In Phase II of each of the job analysis studies, the perspectives of large numbers of educational professionals were collected in order to determine whether the dimensions and tasks found in the elementary, middle, and secondary school job descriptions were performed by and judged important for the newly licensed teacher's job. The majority of the tasks that met or exceeded the standard (i.e., mean importance rating of 3.50 or higher) for all respondent groups and subgroups of teachers, that were also present in all three job descriptions, were found in the dimensions *Planning and Preparing for Instruction*, *Managing the Classroom*, *Implementing Instruction*, and *Evaluating Student Learning and Instructional Effectiveness*. The majority of the tasks that did not meet the 3.50 standard across all three school levels fell in the job dimensions of *Administrative Responsibilities* and *Professional Responsibilities*.

It is important to note that while task statements may be similar, the ways in which the tasks are carried out may differ by subject matter and grade level taught. The survey methodology used in the three job analysis studies was designed to describe what tasks were performed, not how they were performed.

Summary and Conclusions

The purpose of the secondary school job analysis study was to define the domain of teaching tasks for the newly licensed teacher's job at the secondary school level and to contribute to the documentation of the content validity of the performance assessment measures that will be developed for Stage III. The study identified a pool of tasks that were judged to be performed by and important for newly licensed teachers by subgroups of teachers, school administrators, and teacher educators. The most important tasks were found in the job dimensions of *planning and preparing for instruction*, *managing the classroom*, *implementing instruction*, and *evaluating student learning and instructional effectiveness*.

The job analysis survey at the secondary school level identified 50 of 87 tasks that met the 3.50 eligibility standard for administrators, teacher educators, teachers and relevant subgroups of teachers. In selecting tasks for inclusion in the assessments, first priority should be given to the tasks that met or exceeded the 3.50 standard.

The tasks found to be important for newly licensed teachers also were judged by teacher educators as tasks that teacher candidates have had an opportunity to learn in a teacher education program and that also were judged by teacher educators and school administrators as contributing to differentiating between more and less effective beginning teachers.

The job analyses conducted at the three school levels allowed an examination of tasks across all three levels. This indicated a great deal of overlap in content considered to be performed and important for newly licensed teachers across the three school levels. These results could be used by test developers to develop specific assessments for each school level or for assessments used across all three levels. It should be noted that the way in which the behaviors are performed may differ across school levels and these differences should be reflected in the assessment process.

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Introduction

In light of recent national debates about the preparedness and effectiveness of teachers, as well as advances in measurement and technology, Educational Testing Service (ETS) is preparing to introduce a new generation of teacher assessments (Dwyer, 1989). The new assessment system (The Praxis Series: Professional Assessments for Beginning Teachers™) is intended for use by states as part of the process of licensing or certifying teachers. This system will consist of three stages of assessment. Stage I assessments are designed to be used by a state to decide whether prospective teachers possess an acceptable level of competence in the basic academic skills (e.g., reading, writing, mathematics) that the state requires of the beginning teacher. Stage II assessments will measure knowledge of subject matter (e.g., biology, Spanish, social studies), principles of learning and teaching, and subject-specific pedagogy. Stage III assessments, which will measure the beginning teacher's application of teaching knowledge and skills, will be performance-based.

Three job analysis studies were conducted to provide one data source that can be used as a basis for defining the domain of teaching and for documenting the content validity of the performance assessment measures that will be developed for Stage III. Three independent job analyses were conducted to ensure that any existing differences in tasks across the three school levels (elementary, middle, and secondary school) could be identified. Due to the size and complexity of the studies, this report focuses primarily on the secondary school job analysis.

The purpose of job analysis is to define the tasks and/or the knowledge, skills and abilities required to perform a specific job. Job analysis is critical to the process of establishing the content validity and job-relatedness of assessment measures in general (Schippmann, Hughes & Prien, 1987; Schneider & Konz, 1989; Thompson & Thompson, 1982; Veres, Lahey & Buckly, 1987), and of licensing and certification examinations in particular (Mehrens, 1987; Shimberg, 1982; Vertiz, 1985). The Standards for Educational and Psychological Testing (AERA, APA & NCME, 1985) state:

> The content domain to be covered by a licensure or certification test should be defined clearly and explained in terms of the importance of the content for competent performance in an occupation...Job analyses provide the primary basis for defining the content domain (p. 64).

In order to define the domain of teaching and to contribute to the documentation of content validity, the study sought to identify a core set of tasks that are performed by, and judged to be important for, newly licensed teachers at the secondary school level. To accomplish these objectives, procedures used in the study were designed to answer three questions: 1) Is the task performed by newly licensed teachers? 2) If it is performed, how important is it for a newly licensed teacher's job? and 3) Do all the respondent groups and subgroups of teachers agree on the level of task importance?

The establishment of content validity depends primarily on judgmental evaluation. Such judgment is enhanced when multiple judges with relevant expertise are included in the process (Ghiselli, Campbell & Zedeck, 1981). This is commonly achieved through the use of committees comprised of subject matter experts. The job analysis study reported here went beyond the usual committee work by involving large numbers of teachers and others with knowledge of teaching in the process of describing and evaluating dimensions and tasks for possible inclusion in the Stage III assessments. The perspectives included were those of job incumbents (the teachers themselves), of teacher educators, and of supervisors of teachers (school administrators).

Method

The secondary school job analysis study described here involved a multi-method approach that included expert committees and a national survey. The study was conducted in two phases. In Phase I, committees of content experts identified the most important tasks of teaching. In Phase II, large groups of teachers, school administrators, and teacher educators were asked to react to the inventory produced in Phase I. This was done to verify the judgments of committees of content experts and to identify a core of important tasks for the newly licensed teacher's job. The use of survey information as the foundation of the job analysis process is well documented (see Geisinger, 1987; Smith, Hambleton & Rosen, 1988).

Phase I: Definition of the Domain of Important Tasks

The goals of Phase I were to engage large numbers of content experts in identifying the important job dimensions and tasks within those dimensions and to create a survey instrument based on these dimensions and tasks. Each step in the developmental process involved increasing numbers of educational professionals with broader geographic perspectives. The work proceeded in three steps:

1. A literature search was conducted in order to identify important teaching tasks;

2. Local and regional advisory committee meetings were held in order to construct a task inventory describing the job of secondary school teachers; and

3. A national committee meeting was held to finalize the task inventory describing the job of secondary school teachers.

Literature review. The purpose of the literature review was to construct an initial inventory of teaching tasks to serve as a starting point for discussions with committees of content experts. A previously developed generic inventory of teaching tasks was used (Rosenfeld, Thornton, and Skurnik, 1986). This inventory was based on an extensive literature search and interviews with teachers and was built with the assistance of a panel of experts that included teachers, teacher educators, and school administrators. The inventory was administered to approximately 2,000 teachers and school administrators across three school levels (elementary, middle, and secondary). Those tasks rated as being important by teachers and school administrators at each of the three levels formed the basis of the initial draft of the new inventory.

Reviews of the literature since 1986 were also conducted, and additional tasks were added to the draft inventory. The literature review identified a relatively large number of task statements (more than 80) that ETS staff clustered into a smaller number of dimensions. The dimensions, which reflect both instructional and non-instructional aspects of teaching, were: *planning instruction*, *implementing and managing instruction*, *evaluating student learning and instructional effectiveness*, *administrative and clerical responsibilities*, and *other professional activities*. An inventory of the teaching tasks, clustered into dimensions listed above, became the starting point for developing the task inventory.

Local advisory committee. The next step was to tailor the initial draft to the secondary school level. To this end, an advisory committee was convened that consisted of nine teachers. Officials from school districts located in New Jersey and Pennsylvania were asked to identify teachers who knew their jobs well and who would be able to express their views in a committee setting. The group was chosen to provide a range with respect to grade level, teaching experience, gender, race, and school location (urban, suburban, rural). Committee members received copies of the draft inventory in advance of the meeting and were instructed to come to the meeting prepared to discuss the draft and recommend any necessary changes. Specifically, they were asked to react to the overall structure of the draft; review each task statement for its relevance to their own level of teaching; delete tasks that they viewed as unimportant to the domain in question; and add any important tasks that might have been left out.

On the basis of the suggestions of the local committee, the initial generic draft became a draft survey for the secondary school level. The draft became the basis for discussions with regional advisory committees.

Regional advisory committees. The next step involved convening three regional committees to review and recommend revisions to the draft. The dual purposes of this step were to further refine the draft and to broaden the base of participation in the process of developing a final job analysis instrument. Committees of teachers that were similar to the local committee in size and composition were convened in three regions of the country: the Far West, the Middle West, and the South. Members of the regional committees were selected from pools of potential participants nominated by school officials using criteria similar to those described above for the selection of local committee members. The process of reviewing the draft inventory was similar to that employed by the local committee. Committee members were mailed the draft prior to the meeting and were asked to react to the overall structure and to each task statement; delete tasks that they viewed as unimportant; and add important tasks that might have been omitted. Comments from the three regional advisory committees (one committee in each of the three regions) were incorporated into a second version of the inventory.

National advisory committee. The survey instrument and the cover letter that would accompany it was reviewed by a separate national panel of advisors. The panel was selected to finalize the draft and to provide a national perspective. The national advisory committee consisted of teachers, school and state level administrators, and teacher educators. Panel members were nominated by national associations (National Education Association, American Federation of Teachers, American Association of Colleges for Teacher Education, National Association of State Boards of Education, National Associations of Elementary and Secondary School Principals, and National Association of State Directors of Teacher Education and Certification). Again, the group was chosen to provide a range with respect to grade level, teaching experience, gender, race, and location. Procedures for reviewing the survey instrument were similar to those used by the local and regional advisory committees.

When the panel's revisions had been incorporated into the survey instrument, the final survey form was sent out for one final review by the panel members; their reactions were solicited by telephone. The names of the committee members appear in Appendix A.

Phase II: Identification of the Core of Important Tasks

Phase II involved a large-scale survey in which groups of teachers, school administrators, and teacher educators were asked to react to the inventory produced in Phase I. These constituencies were included to ensure that their important perspectives were represented in the process used to identify important teacher tasks and to determine the level of agreement on judgments about these tasks. The goal of this phase was to involve large numbers of educational professionals in verifying the judgments of the advisory committees and national panels, and to identify the core of important teaching tasks for newly licensed teachers that would be given further consideration in the development of assessment measures.

The survey instrument. The survey instrument was similar in format across different groups of potential respondents. The survey was divided into four sections. The first included the list of teaching tasks that had been developed with the help of the advisory committees and panels and a set of scales (described below) on which respondents were asked to rate each task. The survey for secondary school teachers contained 87 tasks. The second section asked respondents to judge the completeness of the list of tasks for teachers at the secondary school level. The third section asked respondents to add important tasks and task dimensions not included in the survey. The final section asked for background information to be used to describe the respondents and for conducting analyses by relevant subgroups of respondents.

Separate instruments were developed for the three categories of respondents. All respondents were asked to make independent judgments on two or three scales, depending on the category of respondent. The *importance for a newly licensed teacher's job* scale is the one scale common to all three constituencies (teachers, teacher educators, and administrators). The *importance for a newly licensed teacher's job* scale was viewed as the most relevant scale for this study since the major purpose of the study was to identify the most important tasks performed by new teachers and to use these findings as part of the database for designing assessment measures for use in the licensing and certification process. Teachers were also asked to judge the tasks on scales of *importance for their own job* and *time spent* on their own job. The *importance for your job* scale was included to allow for a comparison of the importance ratings provided for an experienced teacher's job with the ratings provided for a new teacher's job. The *time spent* scale was included to help identify tasks that teachers spend the most time performing. It was reasoned that tasks which were judged to be important and on which teachers spent the most time would be the most likely candidates for inclusion in performance or observation measures. The scales were expressed in the following form:

Importance: Newly Licensed Teacher's Job

Regardless of the amount of time spent, how important is it for a newly licensed (certified) teacher to be able to perform this task in a competent manner? (Circle one scale point for each task.)

(0) A newly licensed (certified) teacher would not perform this task
(1) Not important
(2) Slightly important
(3) Moderately important
(4) Very important
(5) Extremely important

Time Spent: Your Job

Taking into account all of the things you do on the job during the course of a year, what is your best estimate of the amount of time you spend on this task? (Circle one scale point for each task.)

(0) I spend no time
(1) I spend little time
(2) I spend a moderate amount of time
(3) I spend a great deal of time

Importance: Your Job

Regardless of the amount of time spent, how important is it for you to be able to perform this task in a competent manner? (Circle one scale point for each task.)

(0) I do not perform this task
(1) Not important
(2) Slightly important
(3) Moderately important
(4) Very important
(5) Extremely important

In addition to the *importance for a newly licensed teacher's job* scale, school administrators and teacher educators were asked to rate each task on *effectiveness*. The *effectiveness* rating scale was included for use as an additional source of information when selecting tasks for inclusion in the Stage III assessments as well as to determine the relationship between *importance* and *effectiveness*. The *effectiveness* scale was presented in the following manner:

Effectiveness

How well does the level of performance on this task differentiate between the more effective and less effective beginning teachers? (Circle one scale point for each task.)

(0) Does not differentiate at all
(1) Differentiates slightly
(2) Differentiates moderately
(3) Differentiates well

Teacher educators were asked to rate each task on scales of *importance for a newly licensed teacher's job*, *effectiveness*, and *opportunity to learn*. The *importance* and *effectiveness* scales have already been described. The *opportunity to learn* scale was included to provide some data on the degree to which students in teacher education programs were given an opportunity to learn to perform tasks that might be included in Stage III. At the time this study was being designed it had not been decided exactly when the assessments were to take place during the first year of teaching. Project staff felt that the use of the *opportunity to learn* scale might provide data useful in deciding this issue. The scale was presented in the following manner:

Opportunity to Learn

To what extent have students in your teacher education program (including field experience) had an opportunity to learn to perform this task? (Circle one scale point for each task.)

(0) Not at all
(1) Very little
(2) To a moderate extent
(3) To a great extent

Survey participants. The primary groups of potential respondents to the survey included (1) secondary school teachers, (2) secondary school administrators, and (3) teacher educators at the five largest teacher education institutions in each state. School administrators and teacher educators were included among potential respondents in order to provide the perspectives of those who educate and supervise teachers. While minorities were included in the primary group of teachers, a supplemental group of Black and Hispanic teachers and teacher educators at Historically Black Colleges and Universities was also included in the survey in order to increase the likelihood that a sufficient number of responses from minority teachers and the minority institutions that train them would be available to reflect their perspectives on the job of a newly licensed teacher.

Teachers: Primary Group. Potential secondary school teacher respondents were randomly selected from separate state lists supplied by a commercial marketing service that has in its files names and addresses of over 90 percent of the public school teachers in the United States. Surveys were sent to a total of 10,190 secondary school teachers. This amounts to about 200 teachers per state. This size group was selected to provide the possibility of conducting separate analyses by state.

Teachers: Supplementary Group. An additional group of Black and Hispanic secondary school teachers were sent surveys, having been identified from the membership rolls of the National Education Association (NEA). A total of 500 secondary school teachers were randomly selected from each group. The NEA identified the teachers of interest and, to protect the anonymity of these teachers, agreed to mail survey packets supplied by ETS.

School Administrators. Potential respondents among secondary school administrators were randomly selected from a list of administrators from the same marketing service used to obtain the primary group of teachers. Five hundred school administrators (10 per state) were selected to receive surveys.

Teacher Educators: Primary Group. Teacher educators were surveyed in a two-stage process with the aid of the American Association of Colleges of Teacher Education (AACTE). The Association identified and wrote to 236 Deans of Education at member institutions, up to five per state. In states with more than five such institutions, the Association mailed to the five largest; in states with fewer than five, the full set was included. Each dean was sent a packet containing two copies of the survey for the secondary school level. This was accompanied by instructions to the deans to distribute the surveys to two individuals at their institutions who were responsible for the field training of teachers at the secondary school level.

Teacher Educators: Supplementary Group. Teacher educators from Historically Black Colleges and Universities with teacher preparation programs were invited to participate in the study by means of direct contact with their deans. The process involved 84 of the 88 Historically Black Colleges and Universities in the United States and was similar to that used to obtain the primary group of teacher educators.

Pilot test. A pilot test was conducted of the job analysis survey by sending copies of the survey packet to small numbers of teachers and teacher educators and soliciting their responses by telephone. The pilot test demonstrated that the instructions were clear and that the survey forms were readily understood and could be completed by respondents in approximately 45 minutes. A list of participants is provided in Appendix B.

Survey administration. The surveys were administered between October 1989 and June 1990. In most cases, they were mailed from ETS directly to prospective respondents at the addresses given by the organizations that provided the names.

Each survey was accompanied by a cover letter and a postage-paid envelope for return of the completed instrument. A reminder postcard was mailed 10 days after the initial mailing. Appendix C contains the survey and sample cover letters.

Data Analyses

The data analyses were planned to support the main objective of the job analysis study, which was to identify a core set of tasks that are performed by, and judged to be important for, newly licensed teachers at the secondary school level. For this reason, discussion of the data analysis will focus primarily on the *importance for a newly licensed teacher's job* scale. This scale is the only one that was included in the survey instruments sent to all respondent groups (i.e., teachers, school administrators, and teacher educators).

In order to identify a core set of tasks at the secondary school level, the job analysis study planned to answer three questions; 1) Is the task performed by newly licensed teachers? 2) If it is performed, how important is it for a newly licensed teacher's job? and 3) Do all the respondent groups and subgroups of teachers agree on the level of task importance?

In order to answer the above questions, three separate types of analyses, based on survey responses involving the *importance for a newly licensed teacher's job* scale, were conducted. Standards were also set to guide interpretation of the data analyses for test development purposes. It is not common practice in job analysis to establish standards for including or excluding tasks in the definition of a particular job, and job analysis literature does not provide specific procedures on how such standards might be set. However, in view of the importance of the decisions that will be made about the assessment of beginning teachers on the basis of this analysis of the teacher's job, it was decided that standards should be established to ensure that within the secondary school level, only those tasks that are judged to be performed by newly licensed teachers and only the most important tasks be eligible for inclusion in the pool of potential assessment tasks. The major questions to be addressed, the analyses used, and the standards set to interpret the results are provided below.

(1) *Is the task performed by newly licensed teachers?*

The *importance for a newly licensed teacher's job* scale provided respondents with an opportunity to indicate whether the task is performed by newly licensed teachers. Percentages were computed of the teachers, administrators, and teacher educators who indicated that a given task is one that is performed. At least 50% of each of the respondent groups had to indicate that the task is performed by a newly licensed teacher in order for a task to be considered for inclusion in the Stage III assessments.

(2) *If it is performed, how important is it for a newly licensed teacher's job?*

Mean ratings and standard deviations for each task were computed for each of the respondent groups and for relevant subgroups of teachers. For a task to be considered for inclusion, the task's mean importance value on the *importance for a newly licensed teacher's job* scale had to be at least 3.50 (the midpoint between scale points labeled *moderately important* and *very important*) for each of the respondent groups and relevant subgroups of teachers.

(3) *Do all the respondent groups and subgroups of teachers agree on the level of task*

importance?

> Pearson product-moment correlations were computed between the respondent groups and between relevant subgroups of teacher respondents based on mean importance ratings of tasks. High correlations are indicative of congruent perceptions with respect to the relative importance of the tasks performed by newly licensed teachers (Branch, 1990). Comparisons of mean importance ratings were also made to determine whether or not a task met the 3.50 standard for all the respondent groups and subgroups of teachers.

Additional analyses were performed in order to assess the suitability of each of the rating scales used in the surveys in terms of the reliability or consistency of respondent judgments. Reliability estimates were based on two approaches: (a) split-half response reliability; and (b) intra-class correlations. Both approaches provide an estimate of the similarity or consistency of results that are likely to be obtained if the same individuals were to retake the inventory or another similar sample of raters selected in the same way were to respond to the inventory. The split-half approach randomly assigned the existing respondents in each of the three respondent groups (teachers, teacher educators, and school administrators) into two groups of equal size. For each respondent group, mean ratings were then computed for each task on each rating scale. These ratings were then correlated using each of the two split groups. Intra-class correlation uses an analysis of variance approach to estimate the reliability of the average rater. This reliability estimate is then adjusted by the number of raters. This analysis was conducted for each of the three respondent groups.

General Description of Survey Respondents

This section of the report provides an overview of the primary respondent groups for each of the three job analysis studies (elementary, middle, and secondary). Its purpose is to describe the respondents for all three studies and, where data are available, to compare the characteristics of survey respondents with those of respondents from other national studies. A more detailed description of each respondent group for the secondary school level is provided in the results section. Table 1 presents the number of surveys returned by each of the respondent groups separately by school level. As can be seen, responses were obtained from 10,054 teachers, 463 administrators, and 598 teacher educators.

Table 1

Survey Respondents

	Teachers		Administrators	Teacher Educators	
	Commercial Lists	NEA	Commercial Lists	AACTE	HBC
Elementary	3434	168	125	190	42
Middle	3178	138	155	105	27
Secondary	3007	129	183	197	37
Subtotals	9619	435	463	492	106
Totals	10,054		463	598	

Teacher Respondents: Primary Group. The demographic characteristics of the total group of teachers across the three school levels are highly similar to those of the elementary, middle, and secondary school teachers who took part in a national study conducted by the National Center for Education Information (NCEI) (Feistritzer, 1986). A comparison of these characteristics is presented in Table 2. The high degree of similarity shows that the teachers in the primary group who participated in the present study are similar in background characteristics to teachers who participated in a study in which a sample representative of a national population was identified. Approximately two-thirds of the respondents in both studies were female, approximately 90% were White, 6% Black, and 2% Hispanic. In addition, approximately 80% were older than 35 years of age and about 80% had taught for more than 10 years. A complete description of the demographic characteristics of the teacher respondent groups for all three school levels is provided in Appendix D.

Table 2

Comparison of Demographic Characteristics (Elementary, Middle, and Secondary School Combined): Primary Teacher Respondents and NCEI Teacher Respondents

Demographic Characteristic	Primary Teacher Group %	NCEI %
Sex		
Male	33	31
Female	67	69
Race/Ethnicity		
White	90	91
Black	6	6
Hispanic	2	2
Age (years)		
< 25	1	2
25 - 34	16	23
35 - 44	42	41
45 - 54	30	23
55 >	11	11
Experience (years)		
< 5	8	2
6 - 10	14	16
11 - 15	21	24
16 - 20	24	22
21 >	32	30

School Administrator Respondents. The demographic characteristics of the total group of administrators (combining all three school levels) are highly similar to those of the administrators who took part in a national study conducted by the National Center for Education Information (NCEI) (Feistritzer, 1988). A comparison of these characteristics is presented in Table 3. Approximately three-fourths of the respondents were male, about 90% were White, 6% Black, 2% Hispanic, and approximately 95% were 35 years of age or older. In addition, about 50% had been in their current position for five years or less, 35% between 6 and 15 years, and about 15% for 16 years or longer. A complete description of the demographic characteristics of the school administrator respondent groups for all three school levels is provided in Appendix D.

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Table 3

Comparison of Demographic Characteristics (Elementary, Middle, and Secondary School Combined): School Administrator Respondents and NCEI School Administrator Respondents

Demographic Characteristic	School Administrators %	NCEI %
Sex		
Male	76	76
Female	24	24
Race/Ethnicity		
White	92	90
Black	5	6
Hispanic	2	2
Age (years)		
< 25	0	0
25 - 34	3	4
35 - 44	34	39
45 - 54	47	39
55 >	16	18
Years in current position		
< 5	51	50
6 - 10	24	24
11 - 15	12	12
16 - 20	8	8
21 >	5	4

Teacher Educator Respondents. Since national data on the demographic characteristics of teacher educators were not available, no comparisons could be made between respondents in this study and any reference group of teacher educators. Half of the teacher educator respondents were female; 93% were White, 5% Black, and 1% Hispanic. Approximately 95% were 35 years of age or older and 59% had been teacher educators for 16 years or longer. A complete description of the demographic characteristics of the teacher educator respondent groups for all three school levels is provided in Appendix D.

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Results

This section of the report will present the results of the survey in Phase II of the job analysis conducted at the secondary school level. Results of the analyses of rating scales will be presented for each of the five respondent groups (primary and supplementary groups of teachers; administrators; and primary and supplementary groups of teacher educators) separately, followed by a comparison across the groups on the scale common to all of them (*importance for newly licensed teacher's job*). The goal will be to reflect the viewpoints of each of the respondent groups and subgroups of teachers, to describe their level of agreement, and to highlight those tasks that should not be included for assessment purposes based on the importance eligibility standards.

Results of the analyses for the primary group of secondary school teachers will be presented for relevant subgroups of teachers, with a focus on tasks that were rated below the 3.50 standard for any one subgroup. Analyses for the supplementary group of minority secondary school teachers focused on the degree to which Black and Hispanic teachers' perceptions of the job of a newly licensed teacher and of their own job conformed to those obtained from the primary group of teachers. Analyses also focused on determining if there were any tasks rated below the 3.50 standard for either the Black or Hispanic groups of teachers. The goal of the analyses for the secondary school administrator group was to identify tasks judged by the administrators as not performed or not important for a newly licensed teacher's job and to determine the relationship between ratings of task importance for newly licensed teacher's job and ratings of effectiveness. The goal of the analyses for the primary teacher educator respondent groups was to identify tasks judged by the teacher educators as not performed or not important for a newly licensed teacher's job and to determine the relationship between *importance for the newly licensed teacher's job*, *effectiveness*, and *opportunity to learn*. The supplementary teacher educator respondent group was included in the survey in order to ensure that the views of educators at Historically Black Colleges and Universities were reflected in the analyses. Since this group of teacher educators was relatively small, only a brief discussion of the results will be provided.

Finally, results will be presented in terms of similarities and differences found across the elementary, middle, and secondary school levels in terms of important tasks performed by newly licensed teachers.

Section 1: Teacher Respondents: Primary Group

Description of Survey Respondents. Of the 10,190 secondary school surveys mailed, 3,007 were returned (30% response rate). Twenty-five percent of the respondents were from urban school settings; 36% from suburban settings; and 37% were from rural settings. Seventy-four percent of the respondents were between the ages of 35 and 54. Sixty-four percent of the teachers had 16 or more years of teaching experience, and 7% had five years or less. Forty-eight percent of the respondents were female and 51% were male. Ninety-one percent were White (non-Hispanic); 5% were Black; and 1% were Hispanic. Approximately two-thirds of the teachers (67%) had at least a master's degree. Sixty-three percent of the respondents indicated that their primary teaching assignment was in the area of Language Arts and Communication, Mathematics and Computer Science, Physical and Biological Sciences, or the Social Sciences. Over half of the teachers (56%) had class sizes of between 20 and 30 students. The number of respondents by state ranged from a low of 37 from the District of Columbia to a high of 78 each from Nebraska and North Carolina. In some cases, the above percentages do not total to 100%. This is due to respondents not answering demographic questions in Part II of the survey. A complete description of the demographic characteristics of the primary group of secondary school teacher respondents is presented in Appendix D.

Reliability of Ratings. Group-split half and intra-class correlations were .99 for all three scales in the teacher survey. These reliability estimates indicate a very high level of agreement across respondents within the primary teacher group. These findings indicate that another group of secondary school teacher respondents selected in a similar manner would provide ratings that were highly similar to those obtained from this group of responding teachers.

A. Importance for Newly Licensed Teacher's Job Scale

1. Total Group of Respondents

Tasks Performed by Newly Licensed Teachers. Fifty percent of the primary teacher respondent group judged 86 of 87 tasks to be performed by newly licensed teachers. Only one task was rated by more than 50% of the teachers as a task that is not performed (#84 Orient, observe, assist, and counsel beginning teachers). In addition, 72% of the tasks were judged to be either *very important* or *extremely important* by 50% or more of the respondents. These results provide evidence that the tasks described in the survey are performed by newly licensed teachers and contain a large number of tasks that are judged to be important for competent performance. (Appendix E shows the percentage of respondents who rated each task statement as *not performed*, *not important* or *slightly important*, and *very important* or *extremely important*.)

Mean Ratings. The mean importance ratings and standard deviations for the 87 task statements are presented in Appendix F. The means (on the scale from 1 - 5) ranged from a low of 2.42 (#56 *Administer and monitor standardized, district, and/or statewide tests*) to a high of 4.68 (#22 *Encourage, praise, and support desired student behavior*). Table 4 presents the 10 tasks with the highest importance ratings along with their mean ratings and standard deviations. The four highest rated tasks were involved with *Managing the Classroom*. The remaining tasks were divided among *Implementing Instruction*, *Evaluating Instruction*, and *Non-instructional Responsibilities* dealing with communicating school rules and procedures and supporting students' feelings of self-worth.

Table 4

The Ten Highest Rated Tasks on Importance for Newly Licensed Teacher's Job Scale

TASK	MEAN	S.D.
II. Managing Student Behavior in the Classroom		
17. Establish classroom rules and procedures	4.66	0.64
20. Monitor student in-class behavior	4.65	0.60
22. Encourage, praise, support desired behavior	4.68	0.57
24. Manage time to maintain on-task behavior	4.63	0.60
III. Implementing Instruction		
33. Facilitate learning, effort by interaction	4.40	0.73
34. Provide opportunities to apply learning	4.44	0.72
IV. Evaluating Student Learning, Instr. Eff.		
47. Score, grade, record, feedback on quizzes and tests	4.45	0.74
51. Establish and maintain student records	4.39	0.80
V. Non-Instructional Responsibilities		
60. Communicate school rules and procedures	4.39	0.86
61. Support students' feelings of self-worth	4.52	0.69

Seventy-one percent of the tasks in the performance domain met or exceeded the mean rating standard of 3.50 for the total group of respondents. Twenty-five tasks received a mean importance rating of less than 3.50 and are presented in Table 5. The majority of those tasks that did not receive a mean importance rating of 3.50 or higher are in dimensions V. *Non-instructional Responsibilities* and VI. *Additional Professional Activities*. A few of the tasks dealing with specific approaches to implementing instruction also received mean ratings below the 3.50 standard. It should be noted that only four tasks have a mean rating below 3.00, indicating that of the tasks considered for exclusion, most (84%) had a rating of at least *moderately important*. This is not unexpected in a survey intended to confirm judgments of tasks importance by several expert panels. While the analyses at the total group level are useful, an additional issue for consideration is whether or not a task meets or exceeds the 3.50 eligibility standard for all relevant subgroups of teachers. This issue will be examined in the next section.

Table 5

Mean Importance Ratings for the 25 Tasks That Did Not Meet the 3.50 Standard - Primary Teacher Respondent Group

TASK	MEAN	S.D.
I. Planning and Preparing Instruction		
7. Prepare pre-instructional assessment techniques	3.29	1.13
14. Prepare apparatus, machines, equipment	3.25	1.24
15. Prepare and maintain displays of student work	3.13	1.06
III. Implementing Instruction		
Use a variety of approaches, including:		
39. educational technology	3.37	1.00
40. community resources	3.04	1.02
41. independent study	3.07	1.08
42. peer instruction	3.21	1.02
IV. Evaluating Student Learning, Instr. Effectiveness		
55. Interpret results of standardized tests	2.88	1.15
V. Non-Instructional Responsibilities		
56. Administer and monitor standardized tests	2.42	1.14
63. Prepare reports or letters	3.43	1.07
64. Assign school-related class responsibilities	3.06	1.08
65. Escort and supervise assemblies, etc.	3.20	1.18
66. Monitor student behavior outside classroom	3.17	1.17
69. Complete reports, maintain records of materials	3.48	1.13
70. Take inventory, store, distribute, collect books	3.37	1.14
72. Assist in preparation of dept. budget requests	3.31	1.16
73. Assess comfort and safety of classroom, school	3.47	1.12
76. Keep informed of health-related information	3.47	1.09
78. Assume responsibility for money	2.86	1.25
VI. Additional Professional Activities		
82. Serve on school or professional committees	3.27	1.08
83. Supervise or guide other adults in the classroom	2.75	1.14
*84. Orient, observe, assist, counsel beginning teachers	3.12	1.36
85. Supervise extracurricular activities	3.12	1.14
86. Attend/participate in activities beyond school day	3.33	1.09
87. Participate in site-based management, shared decision-making activities	3.11	1.10

* Indicated as not performed by 50% or more of the respondents

2. Responses by Relevant Subgroups

Mean Ratings. Mean importance ratings computed for the relevant subgroups within each of the seven demographic categories (race, sex, years of experience, teaching assignment, school setting, class size, and region) are presented in Appendix G. Thirty-seven tasks were identified that had mean ratings below 3.50 for one or more of the subgroups. The 37 tasks and their means are presented in Table 6 along with the subgroups for which a task did not meet the standard. Of these 37 tasks, 25 had been already identified as ineligible in the total group analyses. (All told, 34 comparisons were made for each task). Of these 37 tasks, 17 tasks have a mean rating below 3.00 (*moderately important*) for one or more subgroups. As with the total respondent group, the majority of the tasks that did not receive a mean importance rating of 3.50 or higher for any one subgroup appear in dimensions V. *Non-instructional Responsibilities* and VI. *Additional Professional Activities*.

Agreement on Relative Importance Within Subgroups. Correlations of the mean ratings of importance for the job of a newly licensed secondary school teacher between the subgroups within each demographic category (e.g., sex, years of teaching experience) are presented in Table 7. As can be seen, the level of agreement by race/ethnicity, sex, years of teaching experience, school setting, and region of the country (Appendix H contains the National Association of State Directors of Teacher Education and Certification (NASDTEC) states in each region) are quite high (correlations ranging from .93 to .99).

Lower correlations were obtained when respondents with differing levels of class size were compared. These correlations ranged from .77 to .99. The lowest levels of agreement were obtained when the importance ratings of teachers from class sizes of one to nine were compared to the ratings obtained from teachers with larger class sizes. The lowest correlation (.77) was obtained when the importance ratings of the teachers from the smallest classes were compared with the ratings of teachers from the largest class size (35 or more students). The level of agreement in ratings among teachers with class sizes ranging from 10 to 35 or more is quite high, with correlations ranging from .91 to .99.

Slightly lower levels of agreement (correlations ranging from .71 to .97) were also obtained when the importance ratings of teachers in different teaching assignments were compared. The lowest levels of agreement were obtained when the importance ratings of teachers in Special Education were compared with those of teachers in other teaching assignments. These correlations were in the .70's and .80's. The lower correlations (in the .70's) were with teacher ratings from the Arts, Sciences, Home Economics, Business/Vocational Education, and Health/Physical Education. The higher correlations (in the .80's) were with Language, Math, and Social Studies. The level of agreement among teacher ratings of importance in assignments other than Special Education, is generally quite high. These correlations generally range from the mid .80's to the low .90's.

In summary, the results indicate that there is a high level of agreement by almost all subgroups of teachers on those tasks considered to be important for newly licensed teachers. The groups that demonstrated lower levels of agreement (correlations in the .70's or low .80's) with other teachers were those assigned to Special Education and those teaching students in classes ranging in size from one to nine students (many of the teachers in these smaller classes may be assigned to Special Education).

able 6

lean Importance Ratings by Subgroup for the 37 Tasks That Did Not Meet the 3.50 Standard - Primary Teacher Respondent Group

	Primary Teacher Respondents																										
	B	W	H	F	M	U	Sb	R	1	3	6	11	16	21+	SE	A	L	M	SCI	SS	HE	B/V	H/PE	FW	So	C	N
I. Planning and Preparing for Instruction																											
4. Determine knowledge/readiness of students					3.44		3.49		3.41									3.49	3.34	3.47		3.45			3.42		3.47
7. Prepare pre-instructional assessment techniques		3.22		3.41	3.17	3.39	3.16	3.34	3.42	3.31	3.30	3.29	3.26	3.28		3.41	3.40	3.16	3.01	3.17	3.48	3.15	3.34	3.32	3.13	3.47	3.25
14. Prepare apparatus, machines, equipment		3.26		3.19	3.36	3.31	3.15	3.30	2.84	3.18	3.09	3.27	3.22	3.32	2.90	3.44	2.79	2.88		2.92				3.28	3.11	3.22	3.20
18. Prepare/maintain displays of student work		3.07		3.19	3.05	3.22	3.03	3.16	2.97	3.18	3.11	3.13	3.13	3.14	3.29	3.41	3.26	2.80	3.03	3.08		3.21	3.36	3.17	2.98	3.22	3.06
II. Implementing Instruction																											
Use a variety of approaches, including:																											
35. lab instruction																				3.47							
*37. group interaction techniques																		3.42				3.45					
*38. audio-visual aids									3.48							3.29		3.46									
39. educational technology		3.35	3.24	3.28	3.37	3.40	3.22	3.37	3.07	3.28	3.33	3.37	3.26	3.30	3.45	3.19	3.31	3.16	3.41	3.45			3.33	3.31	3.35	3.43	3.30
40. community resources		3.00	3.29	3.09	2.99	3.12	2.91	3.10	3.15	3.21	3.06	3.10	3.04	2.98	3.28	3.40	2.94	2.56	2.95	3.15		3.39	3.10	2.93	3.03	3.18	3.05
41. independent study		3.03	3.39	3.09	3.04	3.28	2.90	3.09	3.27	3.18	3.02	3.01	3.10	3.06	3.26		3.01	2.84	3.02	3.01	3.34	3.10	3.40	2.96	3.05	3.20	3.08
42. peer instruction		3.17		3.26	3.16	3.27	3.16	3.19	3.16	3.41	3.29	3.20	3.16	3.14	3.47	3.32	3.26	3.22	3.14	2.97	3.37	3.11	3.21	3.18	3.14	3.27	3.27
IV. Evaluating Student Learning, Instr. Effectiveness																											
*48. Point out problems in English language skills																3.38		3.30									
*49. Remediate problems in English language skills					3.40				3.49	3.45						3.08		3.01	3.27		3.43		3.39		3.49		
*50. Establish/maintain records of specific objectives									3.48	3.49						3.35		3.42	3.36								
55. Interpret results of standardized tests		2.80	3.40	2.85	2.81	2.92	2.76	2.93	2.69	2.97	2.81	2.93	2.84	2.87		2.88	2.81	2.70	2.88	2.90	2.67	2.72	3.19	2.78	2.76	3.15	2.77
V. Non-Instructional Responsibilities																											
56. Administer and monitor standardized tests	3.08	2.38	3.07	2.50	2.34	2.58	2.27	2.45	2.01	2.30	2.43	2.44	2.40	2.42	2.95	2.35	2.21	2.39	2.33	2.38	2.38	2.37	2.09	2.37	2.26	2.65	2.37
*57. Communicate school rules and procedures							3.46		3.41					3.49		3.49	3.41		3.43					3.46	3.44		
63. Prepare reports or letters		3.41		3.45	3.41	3.47	3.38	3.45	3.22	3.30		3.40	3.46	3.40	3.45	3.49	3.41	3.37			3.40	3.31	3.31	3.43	3.35		3.42
64. Assign school-related class responsibilities		3.02		3.11	3.02	3.12	2.97	3.10	2.97	3.09	3.11	3.05	3.05	3.06	3.16	3.44	3.03	2.81	2.95	2.97		3.20	3.10	3.00	3.03	3.23	2.96
65. Escort and supervise assemblies, etc.		3.15		3.27	3.16	3.31	3.06	3.27	3.22	3.32	3.17	3.23	3.21	3.18	3.15		3.06	3.11	3.10	3.13		3.41	3.41	3.09	3.12		3.08
66. Monitor student behavior outside classroom		3.13		3.21	3.13	3.27	3.01	3.24	3.05	3.12	3.08	3.16	3.21	3.19	3.18	3.10	3.03	3.18	3.10	3.10	3.41	3.33		3.11	3.18	3.46	2.92
69. Complete reports/maintain records of materials		3.44		3.40	3.48		3.38					3.45	3.48	3.48	3.16		3.34	3.48		3.30				3.47	3.41		3.30
70. Take inventory, store, distribute, collect books		3.32		3.37	3.37	3.40	3.35	3.41	3.37	3.40	3.32	3.31	3.37	3.41	2.99		3.10	3.29		3.18				3.38	3.30		3.28

lote: B - Black; W - White; H - Hispanic; F - Female; M - Male; U - Urban; Sb - Suburban; R - Rural; 1 - 1-2 years experience; 3 - 3-5 years experience; 6 - 6-10 years experience; 11 - 11-15 years experience; 16 - 16-20 years experience; 21+ - 21 years or more; SE - Special Education; A - Arts; L - Language; M - Math; Sci - Science; SS - Social Sciences; HE - Home Economics; B/V - Business and Vocational Education; H/PE - Health and Physical Education; FW - Far West; So - Southern; C - Central; N - Northeast

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Table 6 (cont.)

	Primary Teacher Respondents																										
	B	W	H	F	M	U	Sb	R	1	3	6	11	16	21+	SE	A	L	M	SCI	SS	HE	B/V	H/PE	FW	So	C	N
*71. Request additional materials and supplies		3.48			3.40		3.41				3.44	3.48			3.38		3.35	3.40		3.32					3.46		3.46
72. Assist in preparation of dept. budget requests		3.29		3.33	3.29	3.22	3.26	3.41	2.96		3.30	3.27	3.33	3.31	3.19		3.07	3.07	3.39	3.18			3.41	3.33	3.29	3.32	3.31
73. Assess comfort and safety of classroom, school		3.43		3.45	3.49	3.49	3.40		3.38	3.41	3.40	3.43		3.49	3.24		3.34	3.38		3.32				3.42	3.42		3.43
*74. Assist in preventing vandalism		3.49		3.44		3.45	3.42			3.49	3.44	3.43	3.48		3.18		3.32	3.48						3.44	3.49		3.44
*75. Reports acts of vandalism, damaged school property															3.28		3.48										
76. Keep informed of health-related information		3.45			3.39	3.47	3.42		3.27			3.47	3.49	3.45		3.33	3.40	3.34	3.49	3.40		3.40			3.42		3.42
*77. Keep informed of school/district/state policies									3.40																		
78. Assume responsibility for money	3.38	2.91	3.42	2.90	2.82	2.92	2.78	2.93	2.91	3.22	2.97	2.93	2.87	2.79	2.83	3.34	2.89	2.72	2.66	2.73		3.19	3.13	2.94	2.84	3.11	2.77
VI. Additional Professional Activities																											
82. Serve on school or professional committees		3.24		3.34	3.21	3.38	3.19	3.30	2.80	3.22	3.24	3.22	3.31	3.29	3.30	3.37	3.26	3.18	3.18	3.21		3.41	3.37	3.23	3.26	3.37	3.22
83. Supervise or guide other adults in the classroom	3.02	2.71	3.35	2.82	2.69	2.88	2.81	2.77	2.70	2.82	2.82	2.84	2.72	2.70	3.31	2.98	2.66	2.51	2.65	2.61	2.60	2.78	2.90	2.69	2.73	2.84	2.74
84. Orient, observe, assist, counsel beginning teachers	3.45	3.09	3.44	3.19	3.10	3.17	3.02	3.10		2.93	2.97	3.11	3.20	3.12	3.03	3.23	3.17	3.12	2.99	3.08	3.06	3.33	3.13	3.02	3.17	3.33	2.93
85. Supervise extracurricular activities	3.28	3.11	3.40	3.04	3.18	3.08	3.08	3.17	2.97	3.18	3.19	3.13	3.07	3.11	2.77		3.08	2.93	2.92	3.15		3.29		2.99	3.13	3.24	3.07
86. Attend/participate in activities beyond school day	3.45	3.32		3.31	3.38	3.38	3.24	3.43	3.45		3.34	3.34	3.33	3.30	3.19		3.28	3.21	3.18	3.44		3.41		3.17	3.40	3.48	3.27
87. Participate in site-based management, shared decision-making activities	3.38	3.09	3.33	3.15	3.07	3.14	3.01	3.17	3.31	3.16	3.15	3.12	3.12	2.98	3.20	3.03	3.19	2.97	3.03	3.10	3.39	3.13	3.27	3.03	3.12	3.14	3.16

Note: B = Black; W = White; H = Hispanic; F = Female; M = Male; U = Urban; Sb = Suburban; R = Rural; 1 = 1-2 years experience; 3 = 3-5 years experience; 6 = 6-10 years experience; 11 = 11-15 years experience; 16 = 16-20 years experience; 21+ = 21 years or more; SE = Special Education; A = Arts; L = Language; M = Math; Sci = Science; SS = Social Sciences; HE = Home Economics; B/V = Business and Vocational Education; H/PE = Health and Physical Education; FW = Far West; So = Southern; C = Central; N = Northeast

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Table 7

Intercorrelation Matrices of Mean Ratings of Importance for Newly Licensed Teacher's Job by Subgroup

Race/Ethnicity

	B	W	H
Black			
White	.94		
Hispanic	.93	.95	

Sex

	F	M
Female		
Male	.98	

Years Experience

	≤ 2	3-5	6-10	11-15	16-20	≥ 21
2 or less						
3 - 5	.94					
6 - 10	.95	.99				
11 - 15	.95	.98	.99			
16 - 20	.95	.98	.99	.99		
21 or more	.94	.98	.98	.99	.99	

Teaching Assignment

	SE	A	L	M	S	SS	HE	BE/V	H/PE
Special Education									
Arts	.71								
Language	.89	.79							
Math	.82	.82	.94						
Sciences	.77	.87	.91	.94					
Social Sciences	.84	.79	.97	.96	.93				
Home Economics	.72	.88	.86	.86	.93	.88			
Bus Ed./Voc.	.75	.90	.88	.91	.97	.90	.94		
Health/P.E.	.75	.88	.85	.90	.93	.87	.91	.93	

Table 7 (cont.)

School Setting

	U	S	R
Urban			
Suburban	.99		
Rural	.99	.99	

Class Size

	1-9	10-14	15-19	20-24	25-29	30-34	35 +
1 - 9							
10 - 14	.91						
15 - 19	.85	.97					
20 - 24	.86	.97	.99				
25 - 29	.87	.97	.99	1.00			
30 - 34	.86	.97	.99	.99	.99		
35 or more	.77	.92	.92	.90	.90	.91	

Region

	FW	S	C	NE
Far West				
Southern	.99			
Central	.98	.99		
Northeast	.99	.99	.98	

B. Importance For Your Job Scale

Mean ratings and standard deviations for the *importance for your job* scale are presented in Appendix I . Means ranged from a low of 2.44 for task # 56 (*Administer and monitor standardized, district, and/or statewide tests*) to a high of 4.62 for task # 22 (*Encourage, praise, and support desired student behavior*). Sixty-two tasks (71%) had mean ratings above 3.50. The more important tasks tended to be in dimensions II. *Managing Student Behavior in the Classroom*, III. *Implementing Instruction*, and IV. *Evaluating Student Learning and Instructional Effectiveness*. The least important tasks were in dimensions V. *Non-instructional Responsibilities* and VI. *Additional Professional Activities*. These results are highly similar to those obtained for the *importance for newly licensed teacher's job* scale. The high correlation between the two scales (r = .97) and also a comparison of the mean ratings for both scales indicated that teachers' judgments of the tasks important for their own jobs were extremely similar to the tasks that they judged as important for a newly licensed teacher's job. This indicates that the judgments of relative task importance are similar; it does not imply that the level of performance on those tasks is seen as being the same.

C. Time Spent Scale

Mean Ratings. Mean ratings and standard deviations for the *time spent* scale (a four-point scale, ranging from 0 - 3) are presented in Appendix J. Means ranged from a low of 0.64 for task #83 (*Supervise or guide the work of other adults in the classroom*) to a high of 2.64 for task #47 (*Score, grade, record, and give feedback on quizzes, tests, examinations, reports, projects, and models*). Additional tasks that received high ratings of *time spent* include tasks #20 *Monitor student in-class behavior to encourage student effort, to observe progress, and to maintain classroom order* (M = 2.60), #46 *Assign, receive, correct, grade, and return classroom assignments and homework* (M = 2.61), #33 *Facilitate student learning and encourage effort by using interactive teaching strategies* (M = 2.58), and #51 *Establish and maintain student records* (M = 2.57). Additional tasks that received low ratings of *time spent* include #55 *Interpret results of standardized, district, and/or statewide tests to students, parents, and/or guardians* (M = 0.85), #78 *Assume responsibility for collecting, recording, and turning in monies for student-related activities* (M = 1.16), #84 *Orient, observe, assist, and counsel beginning teachers or teachers in training* (M = 1.07), and #40 *Community resources (e.g., resource persons, field trips)* (M = 1.23). The *time spent* scale correlated .90 with the *importance for newly licensed teacher's job* scale and .89 with the *importance for your job* scale. This indicates that teachers reported spending more time on the tasks they considered to be more important for their own jobs. In addition, those tasks they reported spending more time on were also judged to be important for newly licensed teachers.

Mean Percentages of Time Spent on Six Job Dimensions. Additional information on time spent on job dimensions was also collected in the biographical data section of the survey, where teachers were asked to estimate the percentage of time (on an annual basis) they normally spend on the six major job dimensions by distributing 100 points across the six dimensions. Teachers reported spending approximately 37% of their time implementing instruction, 20% of their time planning and preparing for instruction, and 15% of their time evaluating student learning and instructional effectiveness. They also reported spending approximately 10% of their time on managing student behavior. In addition, non-instructional responsibilities and additional professional activities took approximately 18% of their time.

Summary of Results for the Primary Group of Teacher Respondents

Fifty percent of the primary teacher respondent group judged all but one of the 87 tasks included in the survey to be performed by newly licensed teachers. In addition, more than 72% of the tasks were judged to be either *very important* or *extremely important* by 50% or more of the respondents. The most important tasks tended to be in the four job dimensions dealing with *managing the classroom*, *implementing instruction*, *evaluating learning and instructional effectiveness*, and *planning and preparing for instruction*.

Analyses of the mean ratings for the total respondent group, and for relevant subgroups of teachers, indicated that 50 of 87 tasks had a mean importance rating of 3.50 or higher for all subgroups of teachers, and therefore met the standard for possible inclusion in the Stage III assessment process.

The correlational analyses indicated a high level of agreement in ratings of *importance for the newly licensed teacher's job* between groups defined by sex, race/ethnicity, years of teaching experience, class size, primary teaching assignment, school setting, and region of the country. The lowest levels of agreement (correlations in .70's and .80's) were found for certain categories of class size and teaching assignment. Levels of agreement were low in relation to other teaching categories for those teachers with class sizes of one to nine and those respondents teaching Special Education. For all other subgroups of teacher respondents the level of agreement was very high.

The intercorrelation of the rating scales indicated that teachers' judgments of what is important for their own jobs were highly similar to what they judged as important for a newly licensed teacher's job. Also, teachers reported spending more time on the tasks they considered to be more important for their own jobs. In addition, those tasks they reported spending more time on were also judged to be important for newly licensed teachers.

Section 2: Teacher Respondents: Supplementary Group

Description of Survey Respondents. Of the 500 surveys mailed, 129 were returned (26% response rate). Of the 129 surveys returned, 19 were from White respondents and were excluded from further analyses. Thirty-seven percent of the respondents were from urban school settings; 34% from suburban settings; and 25% were from rural settings. Seventy-three percent of the respondents were between the ages of 35 and 54. Sixty-five percent of the teachers had 16 or more years of teaching experience, and 11% had five years or less. Sixty-one percent of the respondents were female and 39% were male. Forty-seven percent were Black and 56% were Hispanic. Approximately two-thirds of the teachers (66%) had at least a master's degree. Forty-two percent of the respondents indicated that their primary teaching assignment was in the area of Language Arts and Communication or Mathematics and Computer Science. Approximately half of the teachers taught class sizes of between 20 and 30 students. A complete description of the demographic characteristics of the supplemental teacher respondent group is provided in Appendix D.

A. Importance For Newly Licensed Teacher's Job Scale

1. Total Group of Respondents

Tasks Performed by Newly Licensed Teachers. As with the primary teacher respondent group, 50% or more of the supplementary teacher respondent group judged all but one of the 87 tasks to be performed by newly licensed teachers. (Task #84 *Orient, observe, assist and counsel beginning teachers* was judged by 50% or more of the respondents as a task that is not performed.) In addition, 86% of the tasks were judged to be either *very important* or *extremely important* by 50% or more of the respondents. (Appendix E provides the percentage of respondents who rated each task statement as *not performed*, *slightly important* or *not important*, and *very important* or *extremely important* on the *importance for a newly licensed teacher's job* scale.)

Mean Ratings. The mean importance ratings and standard deviations for each of the 87 task statements are presented in Appendix F. The means (on the scale 1 - 5) ranged from a low of 3.16 for task # 56 (*Administer and monitor standardized, district, and/or statewide tests*) to a high of 4.75 for task #22 (*Encourage, praise, and support desired student behavior*). Eighty-nine percent of the tasks met or exceeded the eligibility standard of 3.50. Ten tasks received mean importance ratings of less than 3.50 and are presented in Table 8. All 10 tasks were also identified as not having met the standard by the primary group of teachers. None of these tasks received a mean rating below 3.0, indicating that even the tasks considered for exclusion had a mean rating of at least *moderately important*.

Table 8

Mean Importance Ratings for the 10 Tasks That Did Not Meet the 3.50 Standard - Supplementary Teacher Respondent Group

TASK	MEAN	S.D.
III. Implementing Instruction		
Use a variety of approaches, including:		
40. community resources	3.37	0.95
41. independent study	3.43	1.01
IV.Evaluating Student Learning, Instr. Effectiveness		
55. Interpret results of standardized tests	3.46	1.08
V. Non-Instructional Responsibilities		
56. Administer and monitor standardized tests	3.16	1.21
64. Assign school-related class responsibilities	3.34	1.14
78. Assume responsibility for money	3.29	1.34
VI. Additional Professional Activities		
83. Supervise or guide other adults in the classroom	3.30	1.11
*84. Orient, observe, assist, counsel beginning teachers	3.45	1.27
85. Supervise extracurricular activites	3.37	1.07
86. Attend/participate in activites beyond school day	3.43	1.00

*** Indicated as not performed by 50% or more of the respondents**

2. Responses by Race/Ethnicity

Mean Ratings. Mean importance ratings and standard deviations were computed for Black and Hispanic respondents and are presented in Appendix G. The means for Black respondents ranged from a low of 3.32 for task #56 (*Administer and monitor standardized, district, and/or statewide tests*) to a high of 4.73 for task #17 (*Establish classroom rules and procedures; communicate these to students and when appropriate to parents and/or guardians*). The means for Hispanic respondents ranged from a low of 3.02 for task #56 (*Administer and monitor* *standardized, district, and/or statewide tests*) to a high of 4.80 for task #22 (*Encourage, praise, and support desired student behavior*). Seventy-two percent of the tasks met or exceeded the standard of 3.50 for both subgroups. Fifteen tasks received mean importance ratings of less than 3.50 by at least one of the two subgroups and are presented in Table 9. None of the tasks have a mean rating below 3.00 (*moderately important*). All 15 tasks were also identified as not having met the eligibility standard in the primary teacher respondent group. It is interesting to note that Black respondents, in general, tended to rate the tasks higher in importance than the Hispanic and White respondents.

Table 9

Mean Importance Ratings for the 15 Tasks That Did Not Meet the 3.50 Standard - Black and Hispanic Teachers from the Supplementary Teacher Respondent Group

	BLACK		HISPANIC	
TASK	MEAN	S.D.	MEAN	S.D.
I. Planning and Preparing Instruction				
14. Prepare apparatus, machines, equipment			3.47	1.40
III. Implementing Instruction				
Use a variety of approaches, including:				
40. community resources			3.22	0.97
41. independent study			3.31	1.03
IV. Evaluating Student Learning, Instr. Effectiveness				
55. Interpret results of standardized tests			3.28	1.06
V. Non-Instructional Responsibilities				
56. Administer and monitor standardized tests	3.32	1.08	3.02	1.32
64. Assign school-related class responsibilities			3.42	1.12
66. Monitor student behavior outside classroom			3.45	1.07
72. Assist in preparation of dept. budget requests			3.39	1.11
78. Assume responsibility for money			3.07	1.28
VI. Additional Professional Activities				
82. Serve on school or professional committees			3.47	1.03
83. Supervise or guide other adults in the classroom			3.05	1.03
*84. Orient, observe, assist, counsel beginning teachers			3.14	1.25
85. Supervise extracurricular activities	3.48	1.10	3.29	1.05
86. Attend/participate in activities beyond school day			3.32	1.00
87. Participate in site-based management, shared decision-making activities	3.49	0.89	3.49	1.01

* Indicated as not performed by 50% or more of the respondents

Agreement on Relative Importance Between Races/Ethnicities. It can be seen in Table 10 that the agreement among minority respondents is very high whether they came from the primary or supplementary group of teachers (*r*'s in the low to high .90's). In addition, the correlation between the ratings of Black and Hispanic teachers from the supplementary group was .90, indicating a very high level of agreement. The ratings of *importance for the newly licensed teacher's job* by White teacher respondents from the primary group were also highly correlated with those obtained by Black and Hispanic teachers in the primary and supplementary groups.

Table 10

Intercorrelation Matrix of Mean Ratings of Importance for Newly Licensed Teacher's Job for Black and Hispanic Teacher Respondents: Primary and Supplementary Groups

PRIMARY TEACHER RESPONDENTS	SUPPLEMENTARY TEACHER RESPONDENTS BLACK	SUPPLEMENTARY TEACHER RESPONDENTS HISPANIC
Black	.95	.93
Hispanic	.90	.93
White	.89	.96

B. Importance For Your Job Scale

Mean Ratings. Mean ratings and standard deviations for the *importance for your job* scale (range from 1 - 5) are presented in Appendix I. Means ranged from a low of 3.12 for task #56 (*Administer and monitor standardized, district, and/or statewide tests*) to a high of 4.69 for task #22 (*Encourage, praise, and support desired student behavior*). Seventy-eight (90%) of the 87 tasks had mean ratings above 3.50. When compared to the primary group of teachers, fewer tasks were rated below *moderately important* on this scale. The correlation between the *importance for newly licensed teacher's job* scale and the *importance for your job* scale was .98. This high correlation indicates that teacher's judgments of the tasks important for their own jobs were similar to the tasks they judged as important for a newly licensed teacher's job. Also, as shown in Table 11, there is a high level of agreement among minority and White respondents in both the primary and supplementary groups of teachers on ratings of importance for their own job.

Table 11

Intercorrelation Matrix of Mean Ratings of Importance for Your Job for Black and Hispanic Teacher Respondents: Primary and Supplementary Groups

	SUPPLEMENTARY TEACHER RESPONDENTS	
PRIMARY TEACHER RESPONDENTS	BLACK	HISPANIC
Black	.92	.92
Hispanic	.89	.90
White	.84	.94

C. Time Spent Scale

Mean Ratings. Mean ratings and standard deviations are presented in Appendix J. Means (on scale from 0 - 3) ranged from a low of 1.55 for task #56 (*Administer and monitor standardized tests*) to a high of 2.79 for task #51 (*Establish and maintain student records*). Table 12 shows that there is a high level of agreement among minority and White respondents in both the primary and supplementary groups of teachers on ratings of time spent.

Table 12

Intercorrelation Matrix of Mean Ratings of Time Spent for Black and Hispanic Teacher Respondents: Primary and Supplementary Groups

	SUPPLEMENTARY TEACHER RESPONDENTS	
PRIMARY TEACHER RESPONDENTS	BLACK	HISPANIC
Black	.96	.95
Hispanic	.94	.94
White	.92	.96

Mean Percentages of Time Spent on Major Job Dimensions. Additional information on time spent on job dimensions was collected in the biographical data section of the survey. Results for the supplementary group of teachers indicated that teachers reported spending on average approximately 36% of their time implementing instruction, 21% of their time planning and preparing for instruction, and 16% of their time evaluating student learning and instructional effectiveness. They reported spending approximately 14% of their time on managing student behavior in the classroom. Non-instructional responsibilities and additional professional activities took approximately 20% of their time. As shown in Table 13, the primary and supplementary groups of teachers made very similar judgments on percentage of time spent. However, the supplementary group reported spending a little more time on managing student behavior than the primary teacher respondent group.

Table 13

Mean Percentages of Time Spent on Major Job Dimensions

	PRIMARY TEACHERS		SUPPLEMENTARY TEACHERS	
TASK DIMENSION	MEAN	S.D.	MEAN	S.D.
Planning and Preparing for Instruction	20.30	10.99	21.78	12.61
Managing Student Behavior in the Classroom	10.06	9.72	14.11	13.27
Implementing Instruction	37.46	16.58	36.14	19.70
Evaluating Student Learning and Instructional Effectiveness	15.95	9.08	15.80	11.90
Non-instructional Responsibilities	9.60	7.74	10.63	11.58
Additional Professional Activities	8.38	7.54	9.08	10.86

Summary of Results for Supplementary Teacher Respondents

Fifty percent or more of the supplementary teacher respondent group judged only one task as not performed by newly licensed teachers. This was the same task identified in the primary teacher group. Approximately 86% of the tasks were judged as *very important* or *extremely important*. As with the primary teacher group, the most important tasks tended to be in the four dimensions of *managing the classroom*, *implementing instruction*, *evaluating learning and instructional effectiveness*, and *planning and preparing for instruction*.

The analysis of the mean ratings revealed 15 tasks that had a mean importance rating of less than 3.50 for the Black or Hispanic teacher respondent groups. None of these tasks had a mean rating below 3.00 (*moderately important*). All 15 tasks were also identified as not having met the standard for the primary group of teachers. In addition, the supplementary teacher group analyses identified fewer tasks that did not meet the eligibility standard than was identified by the primary teacher group.

There were high levels of agreement among Black, Hispanic, and White teachers whether they came from the primary or supplementary group. The correlations obtained between ratings of *importance for a newly licensed teacher's job*, *importance for your job*, and *time spent* were all very similar to those found for the primary group of teachers.

Section 3: Administrator Respondent Group

Description of Survey Respondents. Of the 500 surveys mailed, 183 were returned (37% response rate). Sixteen percent of the respondents were from urban school settings; 28% from suburban settings; and 51% were from rural settings. The majority of the respondents (82%) were between the ages of 35 and 54. Almost half (48%) of the administrators had between 6 and 15 years of experience as a school administrator. Twelve percent of the respondents were female and 85% were male. Eighty-seven percent were White (non-Hispanic), 6% were Black; and 1% were Hispanic. Eighty percent had a master's degree plus additional credits. A complete description of the demographic characteristics of the administrators is provided in Appendix D.

Reliability of Ratings. The group-split half reliability estimates for the *importance for newly licensed teacher's job* scale and the *effectiveness* scale were .97 and .95, respectively; and the intraclass correlation reliabilities were .84 and .80. These results indicate that another group of secondary school administrators selected in a similar manner would be expected to provide ratings that were highly similar to those obtained for this group of administrators.

A. Importance For Newly Licensed Teacher's Job Scale

Tasks Performed by Newly Licensed Teachers. Fifty percent or more of the administrator respondent group judged all of the 87 tasks in the survey to be performed by newly licensed teachers. In addition, 80% of the tasks were judged to be either *very important* or *extremely important* by 50% or more of the respondents. (Appendix E shows the percent of respondents who rated each task statement as *not performed*, *slightly important* or *not important*, and *very important* or *extremely important* on the *importance for a newly licensed teacher's job* scale.)

Mean Ratings. The mean importance ratings and standard deviations for each of the 87 tasks are presented in Appendix F. The means ranged from a low of 2.78 for task # 56 (*Administer and monitor standardized, district, and/or statewide tests*) to a high of 4.72 for task # 17 (*Establish classroom rules and procedures; communicate these to students and when appropriate to parents and/or guardians*). Seventy-five percent of the tasks had a mean rating of 3.50 or higher. Twenty-two tasks received a mean importance rating of less than 3.50 and are presented in Table 14. All of these tasks were also identified as not having met the standard by one or more of the subgroups within the primary and supplementary teacher respondent groups. In addition, only one of the 22 tasks below the standard had a mean rating below 3.00 (*moderately important*).

Table 14

Mean Importance Ratings for the 22 Tasks That Did Not Meet the 3.50 Standard - Administrator Respondent Group

TASK	MEAN	S.D.
I. Planning and Preparing Instruction		
14. Prepare apparatus, machines, equipment	3.15	1.05
15. Prepare and maintain displays of student work	3.27	0.98
III. Implementing Instruction		
Use a variety of approaches, including:		
38. audio-visual aids	3.46	0.86
39. educational technology	3.48	0.98
40. community resources	3.22	0.94
41. independent study	3.12	1.03
42. peer instruction	3.19	0.98
IV. Evaluating Student Learning, Instr. Effectiveness		
55. Interpret results of standardized tests	3.27	1.01
V. Non-Instructional Responsibilities		
56. Administer and monitor standardized tests	2.78	1.07
63. Prepare reports or letters	3.36	0.96
64. Assign school-related class responsibilities	3.23	1.03
65. Escort and supervise assemblies, etc.	3.49	1.01
70. Take inventory, store, distribute, collect books	3.45	0.91
71. Request additional materials and supplies	3.42	0.95
72. Assist in preparation of dept. budget requests	3.07	1.00
73. Assess comfort and safety of classroom, school	3.46	0.95
78. Assume responsibility for money	3.18	1.15
VI. Additional Professional Activities		
82. Serve on school or professional committees	3.39	0.91
83. Supervise or guide other adults in the classroom	3.18	0.98
84. Orient, observe, assist, counsel beginning teachers	3.40	1.05
85. Supervise extracurricular activities	3.33	0.94
86. Attend/participate in activities beyond school day	3.48	0.95

B. Effectiveness Scale

Mean Ratings. Mean ratings and standard deviations for the *effectiveness* scale (range from 0 - 3) are located in Appendix K. Means ranged from a low of 1.07 for task #56 (*Administer and monitor standardized, district, and/or statewide tests*) to a high of 2.67 for task #17 (*Establish classroom rules and procedures; communicate these to students and when appropriate to parents and/or guardians*). The 10 highest rated tasks on *effectiveness* are presented in Table 15. The correlation between the *effectiveness* scale and *importance for newly licensed teacher's job* scale is .94, indicating that administrator's judgments of the tasks related to effective performance were highly similar to their judgments of what is important for a newly licensed teacher's job. When teacher ratings of *importance for a newly licensed teacher's job* were compared with administrator ratings of *effectiveness*, the correlation was .91. This indicates that the tasks seen by teachers as most important to newly licensed teacher performance tended to be the ones judged by administrators as more likely to distinguish between more effective and less effective new teachers.

Table 15

The Ten Highest Rated Tasks on the Effectiveness Scale: Administrator Respondent Group

TASK	MEAN	S.D.
I. Planning and Preparing for Instruction		
8. Select a variety of teaching techniques	2.54	0.67
9. Design lessons that best utilize time	2.54	0.59
16. Prepare quizzes, tests, exercises	2.46	0.72
II. Managing Student Behavior in the Classroom		
17. Establish classroom rules and procedures	2.67	0.58
20. Monitor student in-class behavior	2.59	0.59
22. Encourage, praise, support desired behavior	2.55	0.67
24. Managing time to maintain on-task behavior	2.50	0.69
III. Implementing Instruction		
29. Monitor and adjust instruction to suit needs	2.43	0.70
V. Non-Instructional Activities		
61. Support students' feelings of self-worth	2.54	0.73
62. Interact with students supportively, respectfully	2.42	0.77

Summary of Results for Administrator Respondent Group

Fifty percent or more of the administrator respondent group judged all of the tasks to be performed by newly licensed teachers. Eighty percent were judged as *very important* or *extremely important* by 50% or more of the respondents. The mean analyses revealed a total of 22 tasks that had a mean importance rating of less than 3.50. All of these tasks were identified in the primary and supplementary teacher group analysis. Also, only one of the 22 tasks received a mean rating below 3.00 (moderately important).

The correlation of *importance for newly licensed teacher's job* and *effectiveness* scales indicated a high degree of similarity between tasks judged important for newly licensed teachers and the tasks that best differentiate effective new teachers from less effective new teachers. In addition, teacher's ratings of *importance for a newly licensed teacher's job* correlated highly with administrator's ratings of *effectiveness*. Mean ratings of *effectiveness* can provide supplementary information that may be helpful in choosing tasks for inclusion in the Stage III assessment measures.

Section 4: Teacher Educator Respondents: Primary Group

Description of Survey Respondents. Of the 472 surveys mailed to deans for distribution to their faculty, 197 were returned (42% response rate). The majority of the respondents (91%) were between the ages of 35 and 64. Over half (60%) of the teacher educators had 16 or more years of experience as a teacher educator. Thirty-five percent of the respondents were female and 62% were male. Ninety percent were White (non-Hispanic); 3% were Black; and 1% were Hispanic. Seventy-eight percent had a doctorate. A complete description of the demographic characteristics of the primary group of teacher educators is provided in Appendix D.

Reliability of Ratings. For the *importance for newly licensed teacher's job*, *effectiveness*, and *opportunity to learn* scales, the group split-half reliability estimates were .99, .99, and .98; and the intra-class correlation reliabilities were .94, .94, and .95, indicating an extremely high level of reliability. This indicates that if the survey was completed by a group of teacher educators selected in a similar manner, the results would be very similar.

A. Importance For Newly Licensed Teacher's Job Scale

Tasks Performed by Newly Licensed Teachers. Fifty percent or more of the primary teacher educator respondent group judged all of the 87 tasks in the survey to be performed by newly licensed teachers. In addition, 72% of the tasks were judged to be either *very important* or *extremely important* by 50% or more of the respondents. (Appendix E shows the percent of respondents who rated each task statement as *not performed, slightly important* or *not important*, and *very important* or *extremely important* on the *importance for a newly licensed teacher's job* scale.)

Mean Ratings. The mean importance ratings and standard deviations for each of the 87 tasks are presented in Appendix F. The means ranged from a low of 2.40 for task #56 (*Administer and monitor standardized, district, and/or statewide tests*) to a high of 4.63 for tasks #17 (*Establish classroom rules and procedures; communicate these to students and when appropriate to parents and/or guardians*) and #61 (*Support and encourage students in a way that achieves and/or enhances their feelings of self-worth*). Seventy-two percent of the tasks had a mean rating of 3.50 or higher. Twenty-four tasks that received a mean importance rating of less than 3.50 are in Table 16. All of these tasks had been identified in the analyses as not meeting the eligibility standard for the teachers or administrators. Only 5 of the 24 tasks not meeting the standard are below 3.00 (*moderately important*).

Table 16

Mean Importance Ratings for the 24 Tasks That Did Not Meet the 3.50 Standard - Primary Teacher Educator Respondent Group

TASK	MEAN	S.D.
I. Planning and Preparing Instruction		
14. Prepare apparatus, machines, equipment	3.02	1.12
15. Prepare and maintain displays of student work	3.14	1.08
III. Implementing Instruction		
Use a variety of approaches, including:		
40. community resources	3.28	0.97
41. independent study	3.25	1.01
IV. Evaluating Student Learning, Instr. Effectiveness		
55. Interpret results of standardized tests	3.21	1.07
V. Non-Instructional Responsibilities		
56. Administer and monitor standardized tests	2.40	1.08
63. Prepare reports or letters	3.24	1.03
64. Assign school-related class responsibilities	3.07	1.02
65. Escort and supervise assemblies, etc.	3.13	1.15
66. Monitor student behavior outside classroom	3.06	1.15
69. Complete reports, maintain records of materials	3.02	1.09
70. Take inventory, store, distribute, collect books	2.77	1.10
71. Request additional materials and supplies	3.06	1.13
72. Assist in preparation of dept. budget requests	2.77	1.12
73. Assess comfort and safety of classroom, school	3.30	1.21
74. Assist in preventing vandalism	2.97	1.16
75. Report acts of vandalism, damaged school property	3.13	1.21
78. Assume responsibility for money	2.58	1.27
VI. Additional Professional Activities		
82. Serve on school or professional committees	3.30	1.07
83. Supervise or guide other adults in the classroom	3.05	1.13
84. Orient, observe, assist, counsel beginning teachers	3.33	1.24
85. Supervise extracurricular activities	3.03	1.08
86. Attend/participate in activities beyond school day	3.20	1.08
87. Participate in site-based management, shared decision-making activities	3.47	1.14

B. Effectiveness Scale

Mean Ratings. Mean ratings and standard deviations for the *effectiveness* scale (ranging from 0 -3) are shown in Appendix K. Means ranged from a low of 0.91 for task #56 (*Administer and monitor standardized, district, and/or statewide tests*) to a high of 2.73 for task #17 (*Establish classroom rules and procedures; communicate these to students and when appropriate to parents and/or guardians*). As with the administrators, a majority of the tasks were judged to contribute to a differentiation between more effective and less effective beginning teachers. The ten highest rated tasks on *effectiveness* for the primary teacher educator group are presented in Table 17. The correlation between the *effectiveness* scale and *importance for newly licensed teacher's job* scale was .97, indicating that teacher educator's judgments of the tasks related to effective performance were highly similar to their judgments of what is important for a newly licensed teacher's job. In addition, administrators and the primary group of teacher educators are seen to be in substantial agreement in their ratings on the *effectiveness* scale (*r*= .92).

Table 17

The Ten Highest Rated Tasks on the Effectiveness Scale: Primary Teacher Educator Respondent Group

TASK	MEAN	S.D.
I. Planning and Preparing for Instruction		
8. Select a variety of teaching techniques	2.72	0.51
9. Design lessons that best utilize time	2.62	0.60
II. Managing Student Behavior in the Classroom		
17. Establish classroom rules and procedures	2.73	0.49
20. Monitor student in-class behavior	2.72	0.52
22. Encourage, praise, support desired behavior	2.65	0.56
24. Managing time to maintain on-task behavior	2.69	0.52
III. Implementing Instruction		
28. Give students overview of lessons, goals, topics	2.63	0.58
32. Encourage higher order thinking skills	2.66	0.58
33. Facilitate learning, effort by interaction	2.69	0.55
34. Provide opportunities to apply learning	2.66	0.56

C. Opportunity to Learn Scale

Mean Ratings. Mean ratings and standard deviations for the *opportunity to learn* scale are presented in Appendix L. Means on the four-point scale (0 - 3) ranged from a low of 0.73 for task #72 (*Assist in preparation of departmental budget requests*) to a high of 2.49 for task #8 (*Select a variety of teaching techniques in presenting lessons*). The majority of the tasks were judged to be learned in a teacher education program to a moderate extent or greater. Some examples of tasks rated below 2.0 or, *to a moderate extent*, include tasks #84 *Orient, observe, assist, and counsel beginning teachers or teachers in training* (M = 0.90), #7 *Prepare pre-instructional assessment techniques to determine current level of student functioning* (M = 1.53), #40 *community resources (e.g., resource persons, field trips)* (M = 1.51), and #55 *Interpret results of standardized, district, and/or statewide tests to students, parents, and/or guardians* (M = 0.88). The majority of the tasks found in dimensions V. *Non-instructional Responsibilities* and VI. *Other Professional Activities* were judged to be at the lowest levels, below 2.0. Thus, teacher educators indicated that there is little opportunity in their training programs for teacher trainees to learn such types of tasks as #72 *Assist in preparation of departmental budget requests* (M = 0.73), #55 *Interpret results of standardized, district, and/or statewide tests* (M = 1.34), or task #41 *independent study* (M = 1.48). The 10 highest rated tasks in terms of *opportunity to learn* in a teacher education program are presented in Table 18.

Table 18

The Ten Highest Rated Tasks on the Opportunity To Learn Scale: Primary Teacher Educator Respondent Group

TASK	MEAN	S.D.
I. Planning and Preparing for Instruction		
3. Analyze objectives for content, media, methods	2.33	0.69
8. Select a variety of teaching techniques	2.49	0.63
11. Prepare lesson plans specifying objectives, etc.	2.72	0.53
II. Managing Student Behavior in the Classroom		
20. Monitor student in-class behavior	2.42	0.70
22. Encourage, praise, support desired behavior	2.46	0.66
24. Manage time to maintain on-task behavior	2.31	0.69
III. Implementing Instruction		
28. Give students overview of lessons, goals, topics	2.47	0.63
36. Presentations	2.35	0.66
43. Summarize content covered in each lesson	2.36	0.62
44. Relate current lesson to previous and future ones	2.40	0.65

When the mean ratings of the *opportunity to learn* scale were correlated with the other two scales responded to by the teacher educators (*importance for newly licensed teacher's job* and *effectiveness*) the resulting correlations were quite high. The *opportunity to learn* scale correlates .89 with the *importance for newly licensed teacher's job* scale and .91 with the *effectiveness* scale. Teacher educators apparently perceive themselves and their programs as providing students with an opportunity to learn those tasks that they judged to be most important for a new teacher's job and to differentiate between more and less effective new teachers.

Summary of Results for the Primary Teacher Educator Respondent Group

Fifty percent or more of the primary teacher educator respondent group judged all of the tasks to be performed by newly licensed teachers. Seventy-two percent of the tasks were judged as *very important* or *extremely important*. The mean analyses revealed a total of 24 tasks that had a mean importance rating of less than 3.50. All of these tasks were identified in the teacher and administrator respondent group analyses. In addition, only five of these tasks received a mean rating below 3.00 (*moderately important*). Intercorrelation of the rating scales included in the teacher educator survey indicated that judgments of the opportunity to learn the tasks in a teacher education program were highly related to judgments of importance for a newly licensed teacher and to judgments of tasks that differentiate between more and less effective new teachers.

Section 5: Teacher Educator Respondents: Supplementary Group

Description of Survey Respondents. Of the 168 surveys mailed to deans for distribution to their faculty, 37 were returned (estimated 22% response rate). The majority of the respondents (81%) were between the ages of 35 and 64. Seventy-six percent of these teacher educators had 16 or more years of experience as a teacher educator. Thirty-eight percent of the respondents were female and 54% were male. Sixteen percent were White (non-Hispanic), 70% were Black; and 3% were Hispanic. Seventy percent had a doctorate. A complete description of the demographic characteristics of the supplementary group of teacher educators is provided in Appendix D.

Fifty percent or more of the supplementary teacher educator respondent group judged all the tasks to be performed by newly licensed teachers. The mean ratings of *importance for newly licensed teacher's job* scale are presented in Appendix F. The means ranged from a low of 2.91 for task #78 (*Assume responsibility for collecting, recording, and turning in monies for student-related activities*) to a high of 4.63 for tasks #20 (*Monitor student in-class behavior to encourage student effort, to observe progress, and to maintain classroom order*) and #61 (*Support and encourage students in a way taht achieves and/or enhances their feelings of self-worth*). Seventy-nine percent of the tasks had a mean rating of 3.50 or higher. Eighteen tasks received a mean importance rating of less than 3.50. All 18 tasks were also identified as not having met the standard for one or more of the respondent groups of teachers, administrators, or teacher educators.

Mean ratings and standard deviations for the *effectiveness* and *opportunity to learn* scales are presented in Appendix K and L, respectively. Means for the *effectiveness* rating scale ranged from a low of 1.24 for task #56 (*Administer and monitor standardized, district, and/or statewide* *tests*) to a high of 2.69 for task #8 (*Select a variety of teaching techniques in presenting lessons*). Means for the *opportunity to learn* scale ranged from a low of 0.91 for task #72 (*Assist in preparation of departmental budget requests*) to a high of 2.67 for task #11 (*Prepare lesson plans specifying objectives, resources, strategies, and assessments*). Despite the smaller size of the supplementary group, there were high levels of agreement between teacher educators from the AACTE and Historically Black Colleges and Universities on judgments of *task importance for a newly licensed teacher's job* and on judgments of *effectiveness* and *opportunity to learn* the tasks (.92, .92, and .94, respectively).

Section 6: Comparisons Across Respondent Groups

A. Importance For Newly Licensed Teacher's Job Scale

Agreement on Relative Importance Among Respondents. The intercorrelation of mean ratings of *importance for newly licensed teacher's job* are shown in Table 19. All values are .87 or higher indicating that the five groups make highly similar judgments about the relative level of task importance for newly licensed teachers.

Table 19

Intercorrelation Matrix of Mean Ratings of Importance for Newly Licensed Teacher's Job: All Respondent Groups

RESPONDENT GROUPS	Primary Teachers	Supplementary Teachers	Administrators	Primary Teacher Educators	Supplementary Teacher Educators
Primary Teachers					
Supplementary Teachers	.97				
Administrators	.93	.92			
Primary Teacher Educators	.92	.89	.91		
Supplementary Teacher Educators	.90	.90	.87	.92	

Mean Ratings of Task Importance. Across all respondent groups and relevant subgroups within the teacher groups, 37 tasks received mean importance ratings of less than 3.50. These tasks are presented in Table 20 along with a code indicating the respondent group for which each task did not meet or exceed the 3.50 standard. Even though the 37 tasks did not meet the standard, many had ratings close to the standard and thus could be considered for inclusion in assessment measures if test development committees felt it was important to do so and could provide a compelling rationale. Fifty tasks met or exceeded the eligibility standard for all the respondent groups and subgroups of teachers. In selecting tasks for inclusion in the assessment measures, first priority should be given to these 50 tasks.

Table 20

The 37 Tasks That Did Not Meet the 3.50 Standard - All Respondent Groups and Relevant Subgroups of Teachers

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I. Planning and Preparing Instruction

+ 4. Determine current level of knowledge/readiness of students for lessons planned
+ 7. Prepare pre-instructional assessment techniques to determine current level of student functioning
†*+ 14. Prepare apparatus, and make operational checks on machines and equipment used for instruction and learning
†*+ 15. Prepare and maintain displays of student work, bulletin boards, charts, posters, etc., to enhance learning

III. Implementing Instruction

Use a variety of approaches, including:

+ 35. lab instruction
+ 37. group interaction techniques
*+ 38. audio-visual aids
*+ 39. educational technology
†*+ 40. community resources
†*+ 41. independent study
*+ 42. peer instruction

IV. Evaluating Student Learning, Instr. Effectiveness

+ 48. Point out to students problems they exhibit in English language skills
+ 49. Remediate problems students exhibit in English language skills
+ 50. Establish and maintain records of individual student progress on specific elements of content or specific learning objectives
†*+ 55. Interpret results of standardized, district, and/or statewide tests to students, parents, and/or guardians

V. Non-Instructional Responsibilities

†*+ 56. Administer and monitor standardized, district, and/or statewide tests
+ 57. Communicate school rules and procedures to students and when appropriate to parents and/or guardians
†*+ 63. Prepare reports or letters describing student behavior and/or progress
†*+ 64. Assign school-related class responsibilities to students as appropriate
†*+ 65. Escort and supervise students in assemblies, pep rallies, fire drills, field trips, etc.
†+ 66. Monitor student behavior outside of the classroom in such locations as lunch room, auditorium, hallway, parking lot, etc., to ensure orderly and safe conduct
†+ 69. Complete reports, and maintain records of books, materials, and equipment issued to students
†*+ 70. Take inventory, store, distribute, and collect books, materials, and equipment used in class

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+ = Below 3.50 standard for primary or supplementary teacher respondents and subgroups
* = Below 3.50 standard for administrator respondents
† = Below 3.50 standard for primary or supplementary teacher educator respondents

Table 20 (cont.)

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†*+ 71. Request additional materials and supplies as needed

†*+ 72. Assist in preparation of departmental budget requests

†*+ 73. Assess comfort and safety of classroom and school environment and report deficiencies when necessary

†+ 74. Assist in preventing vandalism to school property

†+ 75. Report acts of vandalism, and defaced, damaged, or missing school property

+ 76. Keep informed of health-related information as it relates to students

+ 77. Keep informed of school, district, and state policies and procedures

†*+ 78. Assume responsibility for collecting, recording, and turning in monies for student-related activities

VI. Additional Professional Activities

†*+ 82. Serve on various school or professional committees

†*+ 83. Supervise or guide the work of other adults in the classroom

†*+ 84. Orient, observe, assist, and counsel beginning teachers or teachers in training

†*+ 85. Supervise or coordinate student extracurricular activities

†+ 86. Attend and/or participate in school or community activities beyond school day

†+ 87. Participate in site-based management and/or shared decision-making activities

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+ = Below 3.50 standard for primary or supplementary teacher respondents and subgroups
* = Below 3.50 standard for administrator respondents
† = Below 3.50 standard for primary or supplementary teacher educator respondents

Mean Importance Ratings of the Six Job Dimensions. In order to obtain an overall rating of importance for each of the six job dimensions, the mean importance rating was calculated for each task in the dimension for each respondent group. These mean ratings were then summed and averaged for each job dimension for each of the five respondent groups. The means and standard deviations are presented in Table 21. Although the mean of all of the dimensions exceeds 3.0 (*moderately important*), it is apparent that several can be considered as *very important* or greater and would warrant special attention as sources of the more crucial job tasks for application in an assessment system.

Thus, as an example, items in the dimension *Managing Student Behavior in the Classroom* constituted the most important set of job tasks performed by the newly licensed teacher as judged by all the respondent groups; the means ranging from 4.28 to 4.58, placing it between *very important* and *extremely important* in value. *Evaluating Student Learning and Instructional Effectiveness*, *Implementing Instruction*, and *Planning For Instruction* are next in the ranking at levels that are close to *very important*, while *Non-instructional Responsibilities* and *Additional Professional Activities* represent those groupings of job tasks seen as being of lesser relative importance than the other task dimensions.

Table 21

Mean Importance Ratings of the Task Dimensions For Newly Licensed Teacher's Job

	Primary Teachers		Supplementary Teachers		Administrators		Primary Teacher Educators		Supplementary Teacher Educators	
JOB DIMENSIONS	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
Planning and Preparing for Instruction	3.89	.39	4.21	.28	3.89	.35	3.95	.42	4.16	.29
Managing Student Behavior in the Classroom	4.42	.20	4.58	.12	4.31	.25	4.28	.27	4.32	.20
Implementing Instruction	3.91	.46	4.10	.39	3.91	.41	4.06	.41	4.13	.38
Evaluating Student Learning and Instructional Effectiveness	3.97	.45	4.17	.38	4.09	.32	3.94	.29	4.24	.19
Non-instructional Responsibilities	3.59	.50	3.88	.39	3.73	.47	3.44	.62	3.70	.44
Additional Professional Activities	3.42	.46	3.67	.39	3.59	.31	3.56	.49	3.62	.41

B. Verification of Content Domain Coverage

To determine the adequacy of the survey's content domain coverage, respondents were asked to judge how well the survey covered the important tasks that a secondary school teacher should be able to perform. These judgments were obtained using a 5-point rating scale for each of the six job dimensions (from 1=poorly to 5=very well). Mean ratings and standard deviations for each dimension are shown in Table 22 for all respondent groups. As illustrated, all of the respondent groups judged the content domain to have been "well" defined (i.e., approximately 4.0 or better).

Table 22

Mean Ratings of Content Domain Coverage

	Primary Teachers		Supplementary Teachers		Administrators		Primary Teacher Educators		Supplementary Teacher Educators	
JOB DIMENSIONS	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
Planning and Preparing for Instruction	4.01	.84	4.27	.92	4.16	.74	4.09	.82	4.11	.78
Managing Student Behavior in the Classroom	4.01	.84	4.14	.88	4.20	.78	4.10	.82	3.94	.79
Implementing Instruction	4.03	.84	4.22	.83	4.21	.74	4.02	.88	4.23	.81
Evaluating Student Learning and Effectiveness	4.04	.84	4.12	.91	4.16	.79	4.06	.78	4.26	.78
Non-instructional Responsibilities	3.78	.95	3.93	1.00	4.09	.80	3.89	.86	3.94	.95
Additional Professional Activities	3.74	.96	3.87	1.10	4.05	.82	3.83	.97	3.86	.91

Content Analysis of Respondents' Write-In Comments. Teachers, school administrators, and teacher educators were given the opportunity to add tasks they believed were missing from the task domain. While many individual comments were made, no particular theme emerged. Comments about individual tasks frequently provided greater detail for tasks already listed on the survey. In addition, teachers frequently added desired personal characteristics of teachers such as pleasing personality, sense of humor, stamina, etc. These results are consistent with those obtained and previously discussed in the content coverage section of the survey instruments in which respondents indicated that the content domain had been well covered.

Summary

In comparing the responses of all the teacher, administrator and teacher educator groups on the one scale common to all of the respondents (*importance for a newly licensed teacher's job*), a high degree of agreement was found for all groups. In addition, 37 tasks were identified as not meeting the eligibility standard of 3.50 for one or more of the respondent groups and relevant subgroups of teachers. Fifty tasks are considered eligible for inclusion and are mostly found in dimensions I. *Planning and Preparing for Instruction*, II. *Managing Student Behavior in the Classroom*, III. *Implementing Instruction*, and IV. *Evaluating Student Learning and Instructional Effectiveness*. Of the 37 tasks that did not meet the standard, the majority had mean ratings above *moderately important* (3.00). However, in selecting tasks for inclusion, first priority should be given to the 50 tasks which met or exceeded the 3.50 standard. If a test development committee believes that a task that did not meet the 3.50 standard should be included in the assessment they must provide a compelling reason for doing so. In addition, the content domain covered in the survey was judged to be well defined by all of the respondent groups.

Summary for the Secondary School Level

The purpose of this study was to describe the most important tasks performed by newly licensed (certified) secondary school teachers and to identify a subset of these tasks to be considered for inclusion in the Stage III assessment measures. In order to do this, five groups of practicing professionals were administered surveys to obtain their judgments of the importance of 87 tasks identified for a newly licensed teacher's job, time spent on these tasks, effectiveness, and opportunity to learn the tasks. Standards were set to define the level of importance above which tasks would be considered for inclusion and conversely to decrease the probability of including tasks not performed or not of sufficient importance to be included in the assessment.

Usable responses were received from 3,007 secondary school teachers, 129 supplementary teachers (Black and Hispanic teachers), 183 secondary school administrators, 197 teacher educators from institutions belonging to the American Association of Colleges for Teacher Education, and 37 from teacher educators at Historically Black Colleges and Universities. Ratings on all five scales used in the surveys were found to be highly reliable, indicating that other groups selected in a similar manner would provide results similar to those found for the respondent groups in this study.

The following highlights the major findings of this study for the job analysis at the secondary school level:

- Fifty percent or more of the teachers, administrators, and teacher educators judged all but one of the 87 tasks included in the job analysis survey to be performed by newly licensed teachers.

- Results indicated high levels of agreement among all respondent groups and subgroups of teachers on the tasks judged important for a newly licensed teacher's job. (Most correlations between groups defined by race\ethnicity, sex, years of teaching experience, primary teaching assignment, and region of the country were in the .90's)

- Fifty of the 87 tasks (57%) were judged to meet the 3.50 importance eligibility standard by all respondent groups (i.e., administrators, teacher educators, and teachers) and relevant subgroups of teachers.

- The most important tasks were found in four of the six job dimensions: I. *Planning and Preparing for Instruction*, II. *Managing Student Behavior in the Classroom*, III. *Implementing Instruction*, and IV. *Evaluating Student Learning and Instructional Effectiveness*.

- Teachers reported spending more time on tasks that they judged to be more important.

- Administrators and teacher educators agreed very highly on the degree to which tasks differentiate between more effective and less effective new teachers.

- Teacher task ratings of *importance for the newly licensed teacher's job* were highly correlated with administrator and teacher educator task ratings of effectiveness for beginning teachers.

- Teacher educators from the American Association of Colleges for Teacher Education and Historically Black Colleges and Universities indicated that in their judgment they are providing students an opportunity to learn those tasks that they judged to be important for a newly licensed teacher's job and related to effectiveness on the job.

Similarities and Differences Across the Elementary, Middle, and Secondary School Levels

The primary purpose of each of the job analysis studies was to describe the most important tasks performed by newly licensed teachers at each of the three school levels. Three independent job analyses, one for each school level, were conducted to ensure that any existing differences in tasks across the three levels could be identified. The results permitted identification of a set of tasks performed by and judged to be important for beginning teachers at each of the three school levels by all groups who responded to the surveys. The data also provided an opportunity to examine similarities and differences across school levels in terms of the content of the survey instruments and the results of the surveys at the dimension and task levels.

Content of the Survey Instruments

In Phase I of each of the job analysis studies, committees of content experts for each level identified the most important tasks of teaching for each of the three school levels. Each of the committees was asked to tailor a generic description of the job of a teacher to their school level. Despite the tailoring process, the final inventories created were very similar. As shown in Table 23, the job descriptions at each of the three school levels, resulted in six job dimensions which are all highly similar conceptually, but contain minor differences in wording.

Table 23

Six Job Dimensions by School Level

ELEMENTARY SCHOOL	MIDDLE SCHOOL	SECONDARY SCHOOL
Planning and Preparing for Instruction	Planning and Preparing for Instruction	Planning and Preparing for Instruction
Managing the Classroom	Managing the Classroom	Managing Student Behavior in the Classroom
Implementing Instruction	Implementing Instruction	Implementing Instruction
Evaluating Student Learning and Instructional Effectiveness	Evaluating Student Learning and Instructional Effectiveness	Evaluating Student Learning and Instructional Effectiveness
Administrative Responsibilities	Administrative and Other Responsibilities	Non-instructional Responsibilities
Additional Professional Responsibilities	Additional Professional Activities	Additional Professional Activities

The tasks within each of the six job dimensions were also found to be highly similar across all three levels. Those tasks that were unique to a particular school level (i.e., did not conceptually match any task in the other two inventories), which represented a relatively small proportion of the tasks, are presented in Table 24. Even here, it is likely that many of the tasks would have been judged to be appropriate for inclusion in the surveys being designed for the other school levels.

Table 24

Tasks Unique to Each School Level

Elementary School

17. Monitor and revise, as needed, classroom rules and procedures and communicate these to students, other school personnel, parents, and/or guardians.
18. Develop student self-monitoring strategies for responsible behavior and learning.
43. Provide feedback during instruction to facilitate student learning.
45. Use a variety of teaching techniques in presenting lessons to address the varying learning styles of students (e.g., aural, visual, kinesthetic)
66. Identify and refer exceptional students (e.g., LD, gifted) to appropriate school staff and follow up as appropriate.
78. Use a variety of strategies to respond to student social and emotional needs.

Middle School

3. Review and/or monitor school records, including test scores, and information from the other teachers to assist in selecting instructional methods.
31. Encourage learning opportunities and implement activities that promote multicultural understanding and appreciation.

Secondary School

25. Maintain order in the face of interruptions and unexpected events.
44. Relate current lesson to previous and future lessons.
68. Report suspected negligence and/or abuse of students to proper authorities.

Survey Results Across School Levels at the Task Level

In Phase II of each of the job analysis studies, the perspectives of large numbers of educational professionals were collected in order to determine whether the dimensions and tasks found in the elementary, middle, and secondary school job descriptions were performed by and judged important for the newly licensed teachers' job. The tasks that met or exceeded the standard (i.e., mean importance rating of 3.50 or higher) for all respondent groups and subgroups of teachers, that were also present in all three job descriptions, are presented in Table 25. The majority of these tasks were found in the dimensions *Planning and Preparing for Instruction*, *Managing the Classroom*, *Implementing Instruction*, and *Evaluating Student Learning and Instructional Effectiveness*. The majority of the tasks that did not meet the 3.50 standard across all three school levels fell in the job dimensions of *Administrative Responsibilities* and *Professional Responsibilities*.

Table 25

Tasks Meeting the 3.50 Standard For All Respondent Groups and Subgroups Across All Three School Levels

TASK	NUMBER OF TASK IN INVENTORY		
	ELEMENTARY	MIDDLE	SECONDARY
I. Planning and Preparing for Instruction			
Write instructional objectives	2	1	1,2
Analyze instructional objectives	3	2	3
Review basic learning resources	4	4	5
Design alternative objectives and lessons	5	8	6
Select a variety of teaching techniques	6	9	8
Prepare lesson plans	9	7	11
Prepare and/or assemble instructional materials	10	12	13
Obtain and/or prepare instructional aids	12	13	12
Prepare activities	14	44	16,10
II. Managing the Classroom			
Establish classroom rules and procedures	16	15	17
Monitor student's behavior as they enter and leave class	19	17	19
Monitor student in-class behavior	20	18	20
Manage classroom time effectively	22	22	24
Encourage desired student behavior	23	19	22
Discourage undesirable student behavior	24	20	23
III. Implementing Instruction			
Give students an overview of lessons	27	24	28
laboratory or "hands-on" instruction	28	35	35
direct instruction	30	36	36
Modify instruction to suit needs of student groups	38	26	29
Provide individual assistance/instruction to students	39	27	30
Encourage students to use variety of critical thinking skills	40	29	32
Facilitate student learning and encourage effort	41	30	33
Provide opportunities for students to apply what they have learned	44	32	34
Summarize content covered in each lesson	46	33	43

Table 25 (cont.)

TASK	NUMBER OF TASK IN INVENTORY ELEMENTARY	 MIDDLE	 SECONDARY
IV. Evaluating Student Learning and Instructional Effectiveness			
Administer activities	47	45	45
Score, grade, record, and give feedback on tests, etc.	48	46,47	46,47
Establish and maintain student records	50	50	51
Analyze student achievement in class using evaluative information	51	52	53
Incorporate test scores into grades, record results	52	51	52
V. Administrative Responsibilities			
Exchange information to ensure proper care of students	58	58	58
Exchange information to gain understanding of student behavior	59	58	58
Identify and refer students with problems	65	57	67
VI. Additional Professional Responsibilities			
Establish and communicate standards of social behavior	74	16	59
Keep abreast of developments in education and subject specialty	79	77	79

Across all respondent groups and subgroups of teachers who participated in the three job analysis surveys, the correlational analyses and comparisons of mean ratings indicated high levels of agreement on relative levels of task importance. This agreement indicates the applicability of the tasks included in the surveys across various subgroups of teachers and teaching contexts.

While the present study was conducted to provide information that would be useful in identifying the content for possible use in the Praxis Classroom Performance Assessments, the results allowed an examination of tasks across all three school levels. The results indicated that the majority of the tasks across all three school levels were considered to be performed by and important for newly licensed teachers by all respondent groups and subgroups of teachers. It is important to note, however, that while task statements may be similar, the ways in which the tasks are carried out may differ by subject matter and grade level taught. The survey methodology used in the three job analyses studies was designed to describe what tasks were performed, not how they were performed. In summary, the results from the three job analysis studies identified a core of important tasks performed at each of the three school levels as well as a pool of tasks judged to be important and common to all three school levels. These results can be used to build separate assessment measures for each school level or a common assessment system appropriate for all three school levels.

Summary and Conclusions

The purpose of the secondary school job analysis study was to define the domain of teaching tasks for the newly licensed secondary school teacher's job and to contribute to the documentation of the content validity of the performance assessment measures that will be developed for Stage III. The study described in this report identified a pool of tasks that were judged to be performed by and important for newly licensed teachers by subgroups of teachers, school administrators, and teacher educators. The most important tasks were found in the job dimensions of *planning and preparing for instruction*, *managing the classroom*, *implementing instruction*, and *evaluating student learning and instructional effectiveness*.

The job analysis at the secondary school level identified 50 of 87 tasks that met the 3.50 standard for all administrators, teacher educators, teachers and relevant subgroups of teachers. Of the tasks that did not meet the standard, the majority had mean ratings above *moderately important* (3.0 scale value). However, in selecting tasks for inclusion, first priority should be given to the tasks that met or exceeded the 3.50 standard.

The tasks found to be important for newly licensed teachers also were judged by teacher educators as tasks that teacher candidates have had an opportunity to learn in a teacher education program and that also were judged by teacher educators and school administrators as contributing to differentiating between more and less effective beginning teachers.

The job analyses conducted at the three school levels allowed an examination of tasks across all three levels. This indicated a great deal of overlap in content across the three school levels considered to be performed and important for newly licensed teachers. These results could be used by test developers to develop specific assessments for each school level or for assessments used across all three levels. It should be noted that the way in which the behaviors are performed may differ across school levels and these differences should be reflected in the assessment process.

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Appendix A

Members of the Advisory Committees

Members of the National Advisory Committee

Teachers (American Federation of Teachers)

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Richard Harned
Kenmore, New York

Teachers (National Education Association)

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Barbara Gatto
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Appendix B

Pilot Test Participants

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Appendix C

C1 Secondary School Job Analysis Survey

C18 Demographic Section: Teachers

C23 Demographic Section: Administrators

C26 Demographic Section: Teacher Educators

C29 Sample Letters of Invitation to Participate in the Job Analysis Survey

Inventory

of

The Professional Functions

of

Secondary School Teachers

By

Educational Testing Service
Princeton, New Jersey
1989

BEST COPY AVAILABLE

INTRODUCTION

Educational Testing Service is attempting to describe and define the professional functions of Secondary School teachers. The information obtained from the inventory will assist us in the development of a program of job-based performance assessment for beginning teachers.

This inventory is divided into two parts:

PART I: DESCRIPTION OF SECONDARY SCHOOL TEACHING TASKS

PART II: DEMOGRAPHIC INFORMATION

Please be sure to complete BOTH PARTS of this questionnaire. Your responses will have a significant impact on the teaching profession. Thank you for your time and cooperation.

PART I: DESCRIPTION OF SECONDARY SCHOOL TEACHING TASKS

On the following pages you will find a list of teachers' tasks which have been grouped into clusters of related tasks. You are asked to read each task carefully and to make three judgments about it. We are interested in your initial judgments of each task.

The six groups of tasks are:

I. Planning and Preparing For Instruction

II. Managing Student Behavior in the Classroom

III. Implementing Instruction

IV. Evaluating Student Learning and Instructional Effectiveness

V. Non-instructional Responsibilities

VI. Additional Professional Responsibilities

Using the Rating Scales

For each task in this inventory, please make three independent judgments using the following rating scales:

Scale 1. Time Spent: Your Job

Taking into account all the things you do on the job during the course of a year, what is your best estimate of the amount of time you spend on this task? (Circle one scale point for each task.)

(0) I spend no time
(1) I spend little time
(2) I spend a moderate amount of time
(3) I spend a great deal of time

Scale 2. Importance: Your Job

Regardless of the amount of time spent, how important is it for you to be able to perform this task in a competent manner? (Circle one scale point for each task.)

(0) I do not perform this task
(1) Not important
(2) Slightly important
(3) Moderately important
(4) Very important
(5) Extremely important

Scale 3. Importance: New Teacher's Job

Regardless of the amount of time spent, how important is it for a newly-licensed (certified) teacher to be able to perform this task in a competent manner? (Circle one scale point for each task.)

(0) A newly-licensed (certified) teacher would not perform this task
(1) Not important
(2) Slightly important
(3) Moderately important
(4) Very important
(5) Extremely important

79

80

EXAMPLE

Circle the number corresponding to your judgments in the spaces provided. The following example illustrates how the form might be filled out:

Task:	TIME SPENT YOUR JOB	IMPORTANCE YOUR JOB	IMPORTANCE NEW TEACHER'S JOB
(3) Analyze course objectives to determine appropriate instructional content, media, and methods	0 1 [✓ 2] 3	0 1 2 3 [✓ 4] 5	0 1 2 3 4 [✓ 5]

WE SUGGEST YOU READ ALL OF THE TASKS BEFORE MAKING ANY JUDGMENTS. THIS WILL GIVE YOU AN IDEA OF HOW THE TASKS ARE ORGANIZED.

Using the scales below, please circle the number in each column that best represents your judgment.

TIME SPENT
YOUR JOB

(0) I spend no time
(1) I spend little time
(2) I spend a moderate amount of time
(3) I spend a great deal

IMPORTANCE
YOUR JOB

(0) I do not perform this task
(1) Not important
(2) Slightly important
(3) Moderately important
(4) Very important
(5) Extremely important

IMPORTANCE
NEWLY-LICENSED (CERTIFIED) TEACHER'S JOB

(0) A newly-licensed (certified) teacher would not perform this task
(1) Not important
(2) Slightly important
(3) Moderately important
(4) Very important
(5) Extremely important

I. PLANNING AND PREPARING FOR INSTRUCTION	TIME SPENT YOUR JOB	IMPORTANCE YOUR JOB	IMPORTANCE NEW TEACHER'S JOB
Teachers plan a program of instruction for a specific class that will achieve the instructional objectives appropriate to the established program goals, that will meet student needs and interests, that will enhance student motivation, and that will be appropriate to student capabilities.			
(1) Examine departmental curriculum and identify instructional objectives	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5
(2) Translate and sequence the course curriculum into specific instructional objectives and content specifications that will achieve the program goals	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5
(3) Analyze course objectives to determine appropriate instructional content, media, and methods	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5
(4) Determine current level of knowledge and readiness of students for lessons planned (e.g., analyze student records, observations, test scores, and information from parents and/or guardians, other teachers, school records)	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5
(5) Review and select learning materials (e.g., basic texts, study guides, student workbooks, reference materials, supplementary reading, computer software) for use in class	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5
(6) Design alternative objectives and alternative lessons, based on results of student assessments, to tailor the program to the needs of individual students	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5
(7) Prepare pre-instructional assessment techniques to determine current level of student functioning	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5

	I. PLANNING AND PREPARING FOR INSTRUCTION (cont'd.)	TIME SPENT YOUR JOB	IMPORTANCE YOUR JOB	IMPORTANCE NEW TEACHER'S JOB
(8)	Select a variety of teaching techniques in presenting lessons (e.g., cooperative learning, discovery method, independent study, small-group discussion, lecture, laboratory)	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5
(9)	Design lessons and experiences that best utilize the available time to instruct student	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5
(10)	Plan for the evaluation of student needs and progress (e.g., quizzes, tests, standardized examinations, surveys, performance or "hands-on" measures) related to specific instructional objectives	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5
(11)	Prepare lesson plans specifying objectives, resources, strategies, and assessments	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5
(12)	Obtain and/or prepare instructional aids (e.g., forms, charts, models, transparencies, computer software, student workbooks) for use in class	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5
(13)	Prepare student materials for use in lessons	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5
(14)	Prepare apparatus and make operational checks on machines and equipment used for instruction and learning	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5
(15)	Prepare and maintain displays of student work, bulletin boards, charts, posters, etc. to enhance learning	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5
(16)	Prepare quizzes, tests, and student exercises to direct student study, to measure student achievement, and to evaluate instructional effectiveness	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5

II. MANAGING STUDENT BEHAVIOR IN THE CLASSROOM

Teachers manage student behavior during instruction to achieve program objectives and goals.

(17)	Establish classroom rules and procedures; communicate these to students and when appropriate to parents and/or guardians	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5
(18)	Ensure compliance with safety rules and monitor the proper and safe operation of tools, devices, equipment, and materials used by students	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5

Using the scales below, please circle the number in each column that best represents your judgment.

TIME SPENT
YOUR JOB

- (0) I spend no time
- (1) I spend little time
- (2) I spend a moderate amount of time
- (3) I spend a great deal

IMPORTANCE
YOUR JOB

- (0) I do not perform this task
- (1) Not important
- (2) Slightly important
- (3) Moderately important
- (4) Very important
- (5) Extremely important

IMPORTANCE
NEWLY-LICENSED (CERTIFIED) TEACHER'S JOB

- (0) A newly-licensed (certified) teacher would not perform this task
- (1) Not important
- (2) Slightly important
- (3) Moderately important
- (4) Very important
- (5) Extremely important

II. MANAGING STUDENT BEHAVIOR IN THE CLASSROOM (cont'd.)	TIME SPENT	IMPORTANCE	IMPORTANCE NEW TEACHER'S
(19) Maintain order, as students enter and leave class, by monitoring individual and group behavior	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5
(20) Monitor student in-class behavior (e.g., physical proximity, maintaining eye contact, moving about classroom) to encourage student effort, to observe progress, and to maintain classroom order	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5
(21) Monitor classroom activities and assign or reassign students to seats or workplaces that effectively facilitate on-task behavior	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5
(22) Encourage, praise, and support desired student behavior	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5
(23) Correct, discourage, document, or discipline student misbehavior	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5
(24) Manage classroom time effectively in order to maintain continuous on-task behavior by students	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5
(25) Maintain order in the face of interruptions and unexpected events	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5
(26) Use appropriate personnel and procedures to support and supplement your own activities aimed at correcting, discouraging, or documenting student misbehavior	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5

III. IMPLEMENTING INSTRUCTION		TIME SPENT YOUR JOB	IMPORTANCE YOUR JOB	IMPORTANCE NEW TEACHER'S JOB
Teachers instruct students in subject area(s) using a variety of techniques and settings				
(27)	Organize students in a variety of ways to optimize student performance within the class	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5
(28)	Give students an overview of lessons, present goals, and indicate importance of topics in order to orient students, stimulate their interest, and motivate them to learn	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5
(29)	Monitor and adjust instruction to suit the needs of students	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5
(30)	Provide individual assistance/instruction to students to meet individual needs	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5
(31)	Implement instruction for students with special needs	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5
(32)	Encourage students to use higher order thinking skills (e.g., creative and problem-solving skills)	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5
(33)	Facilitate student learning and encourage effort by using interactive teaching strategies (e.g., responding to observed behavior, asking and answering questions, evaluating responses)	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5
(34)	Provide opportunities for students to apply what they have learned	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5
Use a variety of approaches in presenting program content including:				
(35)	laboratory or "hands-on" instruction	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5
(36)	presentations (e.g., lectures, illustrated talks, demonstrations).	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5
(37)	group interaction techniques (e.g., small-group and large-group discussions, symposiums, panel discussions, debates, cooperative learning)	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5
(38)	audio-visual aids (e.g., flip charts, filmstrips, slides, overhead projectors)	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5

Using the scales below, please circle the number in each column that best represents your judgment.

TIME SPENT
YOUR JOB

(0) I spend no time
(1) I spend little time
(2) I spend a moderate amount of time
(3) I spend a great deal

IMPORTANCE
YOUR JOB

(0) I do not perform this task
(1) Not important
(2) Slightly important
(3) Moderately important
(4) Very important
(5) Extremely important

IMPORTANCE
NEWLY-LICENSED (CERTIFIED) TEACHER'S JOB

(0) A newly-licensed (certified) teacher would not perform this task
(1) Not important
(2) Slightly important
(3) Moderately important
(4) Very important
(5) Extremely important

	III. IMPLEMENTING INSTRUCTION (cont'd.)	TIME SPENT YOUR JOB	IMPORTANCE YOUR JOB	IMPORTANCE NEW TEACHER'S JOB
(39)	educational technology (e.g., educational television, video recorders, closed circuit TV, computer-assisted or computer-managed instruction)	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5
(40)	community resources (e.g., resource persons, field trips).	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5
(41)	independent study (i.e., student initiated and/or teacher directed)	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5
(42)	peer instruction (e.g., student presentations, students instructing other students, peer tutoring)	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5
(43)	Summarize content covered in each lesson	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5
(44)	Relate current lesson to previous and future lessons	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5

IV. EVALUATING STUDENT LEARNING AND INSTRUCTIONAL EFFECTIVENESS

Teachers assess and report student progress toward instructional goals and evaluate their own instructional effectiveness.

		TIME SPENT YOUR JOB	IMPORTANCE YOUR JOB	IMPORTANCE NEW TEACHER'S JOB
(45)	Administer assignments, quizzes and tests to direct student study, to measure student achievement, and to evaluate instructional effectiveness	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5
(46)	Assign, receive, correct, grade, and return classroom assignments and homework	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5
(47)	Score, grade, record, and give feedback on quizzes, tests, examinations, reports, projects, and models	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5
(48)	Point out to students problems they exhibit in English language skills (speaking, reading, writing)	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5
(49)	Remediate problems students exhibit in English language skills	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5
(50)	Establish and maintain records of individual student progress on specific elements of content or specific learning objectives	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5
(51)	Establish and maintain student records (e.g., attendance, quiz scores, test scores, class work, projects completed, homework received)	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5
(52)	Incorporate test scores and other evaluative information into grades, record results, prepare report cards, and interpret information to students, parents and/or guardians	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5
(53)	Analyze student achievement in class, using tests and evaluative information, to identify individual strengths and learning needs	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5
(54)	Analyze test scores and evaluation information to assess the instructional effectiveness of specific lessons and the need for additional or alternative instruction	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5
(55)	Interpret results of standardized, district, and/or statewide tests to students, parents and/or guardians	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5

Using the scales below, please circle the number in each column that best represents your judgment.

TIME SPENT YOUR JOB	IMPORTANCE YOUR JOB	IMPORTANCE NEWLY-LICENSED (CERTIFIED) TEACHER'S JOB
(0) I spend no time	(0) I do not perform this task	(0) A newly-licensed (certified) teacher would not perform this task
(1) I spend little time	(1) Not important	(1) Not important
(2) I spend a moderate amount of time	(2) Slightly important	(2) Slightly important
(3) I spend a great deal	(3) Moderately important	(3) Moderately important
	(4) Very important	(4) Very important
	(5) Extremely important	(5) Extremely important

V. NON-INSTRUCTIONAL RESPONSIBILITIES	TIME SPENT	IMPORTANCE	IMPORTANCE NEW TEACHER'S
Teachers attend to non-instructional matters to enhance students' academic, social, and personal development.			
(56) Administer and monitor standardized, district, and/or statewide tests	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5
(57) Communicate school rules and procedures to students and when appropriate to parents and/or guardians	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5
(58) Participate in conferences and exchange information, in person or by telephone, with students, parents and/or guardians, school staff, and relevant others to ensure proper development, care and custody of students	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5
(59) Establish, communicate, and show by example standards of social behavior (e.g., respect for others, politeness) to assist in the development of social skills of students	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5
(60) Communicate and show by example respect for cultural, social, and racial diversity and equity	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5

	V. NON-INSTRUCTIONAL RESPONSIBILITIES (cont'd.)	TIME SPENT YOUR JOB	IMPORTANCE YOUR JOB	IMPORTANCE NEW TEACHER'S JOB
(61)	Support and encourage students in a way that achieves and/or enhances their feelings of self-worth	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5
(62)	Interact with students in a supportive and respectful manner to help them to pursue their academic, career, social, and personal goals	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5
(63)	Prepare reports or letters (e.g., letters of recommendation, letters to social service agencies) describing student behavior and/or progress	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5
(64)	Assign school-related class responsibilities to students as appropriate	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5
(65)	Escort and supervise students in assemblies, pep rallies, fire drills, field trips, etc.	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5
(66)	Monitor student behavior outside of the classroom in such locations as lunch room, auditorium, hallway, parking lot, etc. to ensure orderly and safe conduct	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5
(67)	Identify and refer students experiencing physical, emotional, or learning problems to appropriate personnel and follow up as needed	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5
(68)	Report suspected negligence and/or abuse of students to proper authorities	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5
(69)	Complete reports and maintain records of books, materials, and equipment issued to students	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5
(70)	Take inventory, store, distribute, and collect books, materials, and equipment used in class	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5
(71)	Request additional materials and supplies as needed	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5
(72)	Assist in preparation of departmental budget requests	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5
(73)	Assess comfort and safety of classroom and school environment and report deficiencies when necessary	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5
(74)	Assist in preventing vandalism to school property	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5
(75)	Report acts of vandalism and defaced, damaged, or missing school property	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5

Using the scales below, please circle the number in each column that best represents your judgment.

TIME SPENT YOUR JOB	IMPORTANCE YOUR JOB	IMPORTANCE NEWLY-LICENSED (CERTIFIED) TEACHER'S JOB
(0) I spend no time	(0) I do not perform this task	(0) A newly-licensed (certified) teacher would not perform this task
(1) I spend little time	(1) Not important	(1) Not important
(2) I spend a moderate amount of time	(2) Slightly important	(2) Slightly important
(3) I spend a great deal	(3) Moderately important	(3) Moderately important
	(4) Very important	(4) Very important
	(5) Extremely important	(5) Extremely important

V. NON-INSTRUCTIONAL RESPONSIBILITIES (cont'd.)	TIME SPENT YOUR JOB	IMPORTANCE YOUR JOB	IMPORTANCE NEW TEACHER'S JOB
(76) Keep informed of health-related information as it relates to students	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5
(77) Keep informed of school, district, and state policies and procedures	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5
(78) Assume responsibility for collecting, recording, and turning in monies for student-related activities	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5
VI. ADDITIONAL PROFESSIONAL ACTIVITIES			
Teachers engage in additional professional activities that add to their own qualifications and abilities and promote effective functioning of the school program.			
(79) Keep informed of developments in education and subject specialty	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5
(80) Collaborate with colleagues to coordinate curriculum, teaching methods, etc.	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5
(81) Collaborate with colleagues to improve instructional effectiveness (e.g., peer coaching, team teaching)	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5
(82) Serve on various school or professional committees	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5

99

100

VI. ADDITIONAL PROFESSIONAL ACTIVITIES (cont'd.)		**TIME SPENT YOUR JOB**	**IMPORTANCE YOUR JOB**	**IMPORTANCE NEW TEACHER'S JOB**
(83)	Supervise or guide the work of other adults in the classroom (e.g., teacher aides, volunteers)	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5
(84)	Orient, observe, assist, and counsel beginning teachers or teachers in training	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5
(85)	Supervise or coordinate student extracurricular activities	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5
(86)	Attend and/or participate in school or community activities beyond the school day	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5
(87)	Participate in site-based management and/or shared decision-making activities	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5

CONTENT COVERAGE

Please answer the following questions by circling the number on the 5-point scale that best represents your judgment.

How well do you believe this questionnaire covered the important tasks that a Secondary School teacher should be able to perform in each of the following major areas?

I. Planning and Preparing for Instruction

1......................2......................3......................4......................5
poorly somewhat adequately well very well

II. Managing Student Behavior in the Classroom

1......................2......................3......................4......................5
poorly somewhat adequately well very well

III. Implementing Instruction

1......................2......................3......................4......................5
poorly somewhat adequately well very well

IV. Evaluating Student Learning and Instructional Effectiveness

1......................2......................3......................4......................5
poorly somewhat adequately well very well

V. Non-instructional Responsibilities

1......................2......................3......................4......................5
poorly somewhat adequately well very well

VI. Additional Professional Responsibilities

1......................2......................3......................4......................5
poorly somewhat adequately well very well

INVENTORY OF PROFESSIONAL FUNCTIONS

Please use this space to list important task areas not included in the questionnaire (those included were Planning and Preparing for Instruction, Managing Student Behavior in the Classroom, Implementing Instruction, Evaluating Student Learning and Instructional Effectiveness, Non-instructional Responsibilities, and Additional Professional Responsibilities).

Please use this space to list any specific task statements that were not included within the six task areas. Please indicate the task area in which you feel it belongs.

Demographic Section: Teachers

PART II: DEMOGRAPHIC INFORMATION

Please answer the following questions by circling the number that most closely describes you or your professional activities. Please circle only one response for each question.

88. Which of the following best describes the school district in which you work?

1. Urban
2. Suburban
3. Rural

89. What is your age?

1. Under 25
2. 25 to 34
3. 35 to 44
4. 45 to 54
5. 55 to 64
6. 65 or over

90. How many years, including the current school year, have you been teaching?

1. Less than a year
2. 1 to 2 years
3. 3 to 5 years
4. 6 to 10 years
5. 11 to 15 years
6. 16 to 20 years
7. 21 or more years

91. What is your sex?

1. Female
2. Male

92. Is your ethnic heritage Hispanic?

1. Yes
2. No

DEMOGRAPHIC INFORMATION (continued)

97. What grade(s) are you currently teaching? (Circle ALL that apply).

a. Preschool
b. Kindergarten
c. First
d. Second
e. Third
f. Fourth
g. Fifth
h. Sixth
i. Seventh
j. Eighth
k. Ninth
l. Tenth
m. Eleventh
n. Twelfth
o. Other (please specify) ____________________

98. Which of the following ranges best represents the average (typical) class size you teach?

1. 1 to 9 students
2. 10 to 14 students
3. 15 to 19 students
4. 20 to 24 students
5. 25 to 29 students
6. 30 to 34 students
7. 35 or more students

DEMOGRAPHIC INFORMATION (continued)

93. Which of the following best describes you?

    1. Black
    2. White
    3. Asian or Pacific Islander
    4. American Indian or Alaska Native
    5. Other ____________________

94. What is the highest professional degree you hold?

    1. Less than Bachelor's Degree
    2. Bachelor's Degree
    3. Bachelor's Degree + Additional Credits
    4. Master's Degree or Equivalent
    5. Master's Degree + Additional Credits
    6. Doctorate

95. Which of the following best describes your current employment status?

    1. Regular Teacher (not a substitute)
    2. Temporary Substitute (assigned on a daily basis)
    3. Permanent Substitute (assigned on a longer term basis)
    4. Other (please specify)____________________

96. Which of the following areas best describes your primary teaching assignment? (Circle only ONE category).

    1. All or most secondary school subjects
    2. Special education for handicapped or other exceptional students including the gifted and talented
    3. Arts (e.g., fine arts, music, theater)
    4. Language Arts and Communication (e.g., English, foreign language, speech, literature)
    5. Mathematics and Computer Science (e.g., arithmetic, logic, statistics)
    6. Physical and Biological Sciences (e.g., general science, biology, physics, chemistry, geology)
    7. Social Sciences (e.g., social studies, psychology, sociology, economics, history, government)
    8. Home Economics
    9. Business and Vocational Education (e.g., accounting, shop, craft skills, agriculture)
    10. Health and Physical Education
    11. Other (please specify)____________________

DEMOGRAPHIC INFORMATION (continued)

99. In which state do you work?

1. Alabama
2. Alaska
3. Arizona
4. Arkansas
5. California
6. Colorado
7. Connecticut
8. Delaware
9. District of Columbia
10. Florida
11. Georgia
12. Hawaii
13. Idaho
14. Illinois
15. Indiana
16. Iowa
17. Kansas
18. Kentucky
19. Louisiana
20. Maine
21. Maryland
22. Massachusetts
23. Michigan
24. Minnesota
25. Mississippi
26. Missouri
27. Montana
28. Nebraska
29. Nevada
30. New Hampshire
31. New Jersey
32. New Mexico
33. New York
34. North Carolina
35. North Dakota
36. Ohio
37. Oklahoma
38. Oregon
39. Pennsylvania
40. Rhode Island
41. South Carolina
42. South Dakota
43. Tennessee
44. Texas
45. Utah
46. Vermont
47. Virginia
48. Washington
49. West Virginia
50. Wisconsin
51. Wyoming

100. Please estimate the percentage of time (on an annual basis) you normally spend on the following groups of activities:

	Percent of Time
(a) Planning and preparing for instruction	________
(b) Managing student behavior in the classroom	________
(c) Implementing instruction	________
(d) Evaluating student learning and instructional effectiveness	________
(e) Non-instructional responsibilities	________
(f) Additional professional responsibilities	________
TOTAL	100 %

THANK YOU FOR COMPLETING THIS INVENTORY. PLEASE RETURN IT WITHIN TEN DAYS IN THE ENCLOSED POSTAGE-PAID ENVELOPE.

Demographic Section: Administrators

PART II: DEMOGRAPHIC INFORMATION

Please answer the following questions by circling the number that most closely describes you or your professional activities. Please circle only one response for each question.

88. Which of the following best describes the school district in which you work?

    1. Urban
    2. Suburban
    3. Rural

89. What is your age?

    1. Under 25
    2. 25 to 34
    3. 35 to 44
    4. 45 to 54
    5. 55 to 64
    6. 65 or over

90. How many years, including the current school year, have you been a school administrator?

    1. Less than a year
    2. 1-2 years
    3. 3-5 years
    4. 6-10 years
    5. 11-15 years
    6. 16-20 years
    7. 21 or more years

91. Which of the following best describes your current status?

    1. Principal
    2. Assistant Principal

92. How many years, including the current school year, have you held your present position?

    1. Less than a year
    2. 1-2 years
    3. 3-5 years
    4. 6-10 years
    5. 11-15 years
    6. 16-20 years
    7. 21 or more years

93. What is your sex?

    1. Female
    2. Male

94. Is your ethnic heritage Hispanic?

    1. Yes
    2. No

95. Which of the following best describes you?

    1. Black
    2. White
    3. Asian or Pacific Islander
    4. American Indian or Alaska Native
    5. Other ______________________

DEMOGRAPHIC INFORMATION (continued)

96. What is the highest professional degree you hold?

1. Less than Bachelor's Degree
2. Bachelor's Degree
3. Bachelor's Degree + Additional Credits
4. Master's Degree or Equivalent
5. Master's Degree + Additional Credits
6. Doctorate

97. In which state do you work?

1. Alabama
2. Alaska
3. Arizona
4. Arkansas
5. California
6. Colorado
7. Connecticut
8. Delaware
9. District of Columbia
10. Florida
11. Georgia
12. Hawaii
13. Idaho
14. Illinois
15. Indiana
16. Iowa
17. Kansas
18. Kentucky
19. Louisiana
20. Maine
21. Maryland
22. Massachusetts
23. Michigan
24. Minnesota
25. Mississippi
26. Missouri
27. Montana
28. Nebraska
29. Nevada
30. New Hampshire
31. New Jersey
32. New Mexico
33. New York
34. North Carolina
35. North Dakota
36. Ohio
37. Oklahoma
38. Oregon
39. Pennsylvania
40. Rhode Island
41. South Carolina
42. South Dakota
43. Tennessee
44. Texas
45. Utah
46. Vermont
47. Virginia
48. Washington
49. West Virginia
50. Wisconsin
51. Wyoming

THANK YOU FOR COMPLETING THIS INVENTORY
PLEASE RETURN IT WITHIN 10 DAYS
IN THE ENCLOSED POSTAGE-PAID ENVELOPE.

Demographic Section: Teacher Educators

PART II: DEMOGRAPHIC INFORMATION

Please answer the following questions by circling the number that most closely describes you or your professional activities. Please circle only one response for each question.

88. What is your age?

    1. Under 25
    2. 25 to 34
    3. 35 to 44
    4. 45 to 54
    5. 55 to 64
    6. 65 or over

89. How many years, including the current year, have you been a teacher educator?

    1. Less than a year
    2. 1-2 years
    3. 3-5 years
    4. 6-10 years
    5. 11-15 years
    6. 16-20 years
    7. 21 or more years

90. Which of the following best describes your current status?

    1. Assistant Professor
    2. Associate Professor
    3. Full Professor
    4. Adjunct Professor

91. How many years, including the current year, have you been a field supervisor?

    1. Less than a year
    2. 1-2 years
    3. 3-5 years
    4. 6-10 years
    5. 11-15 years
    6. 16-20 years
    7. 21 or more years

DEMOGRAPHIC INFORMATION (continued)

96. In which state do you work?

1. Alabama
2. Alaska
3. Arizona
4. Arkansas
5. California
6. Colorado
7. Connecticut
8. Delaware
9. District of Columbia
10. Florida
11. Georgia
12. Hawaii
13. Idaho
14. Illinois
15. Indiana
16. Iowa
17. Kansas
18. Kentucky
19. Louisiana
20. Maine
21. Maryland
22. Massachusetts
23. Michigan
24. Minnesota
25. Mississippi
26. Missouri
27. Montana
28. Nebraska
29. Nevada
30. New Hampshire
31. New Jersey
32. New Mexico
33. New York
34. North Carolina
35. North Dakota
36. Ohio
37. Oklahoma
38. Oregon
39. Pennsylvania
40. Rhode Island
41. South Carolina
42. South Dakota
43. Tennessee
44. Texas
45. Utah
46. Vermont
47. Virginia
48. Washington
49. West Virginia
50. Wisconsin
51. Wyoming

THANK YOU FOR COMPLETING THIS INVENTORY. PLEASE RETURN IT WITHIN 10 DAYS IN THE ENCLOSED POSTAGE-PAID ENVELOPE.

Sample Letters of Invitation to Participate in the Job Analysis Survey

EDUCATIONAL TESTING SERVICE PRINCETON, N.J. 08541

Gregory R. Anrig
President

October 6, 1989

Dear Teacher:

We need your help with an important study of teaching being conducted by Educational Testing Service (ETS). As you are undoubtedly aware, the profession is receiving increasing national press as new plans and programs are proposed for assessing teaching. The purpose of this study is to create a comprehensive and accurate description of the job of teaching. We expect the results of the study to receive a great deal of attention among the various constituencies and interest groups in education.

You were chosen to participate in this study as a member of a carefully selected sample of teachers. The sample is intended to be broadly representative of teachers throughout the United States and of the three major levels of teaching (elementary, middle, and secondary school). The value of a survey like this one is directly related to the number of individuals who return their questionnaires. Because you represent a larger number of teachers with characteristics similar to your own, your responses are very important to us.

The enclosed questionnaire asks you to react to a list of tasks that teachers perform and to express your views about the relative amount of time you spend at each task and the importance of each in your work. You are also asked to rate the tasks with respect to their importance for new beginning teachers.

The information you provide will ultimately be used to guide the development of a successor to the National Teacher Examinations, an activity that ETS is undertaking in response to concerns expressed by the teaching community and to reflect new developments in the area of teacher assessment. At the same time, the study represents an important contribution in its own right to our understanding of teaching as a profession. This is one of the most systematic studies ever undertaken of teaching, and we expect the results to be widely disseminated.

Your responses will be treated as confidential. You will notice that we ask for some background information about you; this is solely for purposes of describing the sample of teachers. If you provide your name, we will send you a letter that thanks you for your participation in the study; the letter can be added to your personnel file or given to your supervisor. Under no circumstances will your name appear in connection with your responses, which will be reported only in the form of group summaries.

A postage-paid envelope is enclosed for the return of your completed questionnaire. Please return the questionnaire within ten days. If you have any questions about the study or about your participation in it, feel free to call Dr. Norman Freeberg, collect, at 609-921-9000 Ext. 5786.

Thank you for your cooperation in what we feel is an exciting and important venture.

Sincerely,

Gregory R. Anrig

Gregory R. Anrig

Enclosure

- -

If you would like a letter that acknowledges your participation in this study, please provide your name and preferred address (if different from mailing label) below.

Name: ______________________________

Address: ______________________________

____

____

EDUCATIONAL TESTING SERVICE   PRINCETON, N.J. 08541

Gregory R. Anrig
President

October 6, 1989

Dear Administrator:

We need your help with an important study of teaching being conducted by Educational Testing Service (ETS). As you are undoubtedly aware, the profession is receiving increasing national press as new plans and programs are proposed for assessing teaching. The purpose of this study is to create a comprehensive and accurate description of the job of teaching. We expect the results of the study to receive a great deal of attention among the various constituencies and interest groups in education.

You were chosen to participate in this study as a member of a carefully selected sample of administrators. The sample is intended to be broadly representative of administrators throughout the United States. The value of a survey like this one is directly related to the number of individuals who return their questionnaires. Because you represent a larger number of administrators with characteristics similar to your own, your responses are very important to us.

The enclosed questionnaire asks you to react to a list of tasks that teachers perform and to express your views about the importance of each for new teachers. You are also asked to rate the tasks according to their ability to differentiate between more effective and less effective beginning teachers.

The information you provide will ultimately be used to guide the development of a successor to the National Teacher Examinations, an activity that ETS is undertaking in response to concerns expressed by the teaching community and to reflect new developments in the area of teacher assessment. At the same time, the study represents an important contribution in its own right to our understanding of teaching as a profession. This is one of the most systematic studies ever undertaken of teaching, and we expect the results to be widely disseminated.

Your responses will be treated as confidential. You will notice that we ask for some background information about you; this is solely for purposes of describing the sample of administrators. If you provide your name, we will send you a letter that thanks you for your participation in the study. Under no circumstances will your name appear in connection with your responses, which will be reported only in the form of group summaries.

A postage-paid envelope is enclosed for the return of your completed questionnaire. Please return the questionnaire within ten days. If you have any questions about the study or about your participation in it, feel free to call Dr. Gita Wilder, collect, at 609-921-9000 Ext. 5578.

Thank you for your cooperation in what we feel is an exciting and important venture.

Sincerely,

Gregory R. Anrig

Gregory R. Anrig

Enclosure

If you would like a letter that acknowledges your participation in this study, please provide your name and preferred address (if different from mailing label) below.

Name: ______________________________

Address: ______________________________

____

____

EDUCATIONAL TESTING SERVICE PRINCETON, N.J. 08541

Gregory R. Anrig
President

November 6, 1989

Dear Teacher Educator:

We need your help with an important study of teaching being conducted by Educational Testing Service (ETS). As you are undoubtedly aware, the profession is receiving increasing national press as new plans and programs are proposed for assessing teaching. The purpose of this study is to create a comprehensive and accurate description of the job of teaching. We expect the results of the study to receive a great deal of attention among the various constituencies and interest groups in education.

You were chosen to participate in this study as a member of a carefully selected sample of teacher educators. The sample is intended to be broadly representative of teacher educators throughout the United States. The value of a survey like this one is directly related to the number of individuals who return their questionnaires. Because you represent a larger number of teacher educators with characteristics similar to your own, your responses are very important to us.

The enclosed questionnaire asks you to react to a list of tasks that teachers perform and to express your views about the importance of each task for new teachers. You are also asked to rate the tasks according to their ability to differentiate between more effective and less effective beginning teachers. Finally, you are asked to judge whether a student in your teacher education program would have had the opportunity to learn how to perform the tasks.

The information you provide will ultimately be used to guide the development of a successor to the National Teacher Examinations, an activity that ETS is undertaking in response to concerns expressed by the teaching community and to reflect new developments in the area of teacher assessment. At the same time, the study represents an important contribution in its own right to our understanding of teaching as a profession. This is one of the most systematic studies ever undertaken of teaching, and we expect the results to be widely disseminated.

Your responses will be treated as confidential. You will notice that we ask for some background information about you; this is solely for purposes of describing the sample of teacher educators. Under no circumstances will your name appear in connection with your responses, which will be reported only in the form of group summaries.

A postage-paid envelope is enclosed for the return of your completed questionnaire. Please return the questionnaire within ten days. If you have any questions about the study or about your participation in it, feel free to call Patricia Bukatko, collect, at 609-921-9000 Ext. 5193.

Thank you for your cooperation in what we feel is an exciting and important venture.

Sincerely,

Gregory R. Anrig

Gregory R. Anrig

Enclosure

Appendix D

Elementary, Middle, and Secondary School Respondent Groups: Demographic Characteristics

D2 Primary Teacher Respondent Groups

D8 Supplementary Teacher Respondent Groups

D12 School Administrator Respondent Groups

D15 Primary Teacher Educator Respondent Groups

D18 Supplementary Teacher Educator Respondent Groups

Primary Teacher Respondent Groups

Primary Teacher Respondent Groups

	ELEMENTARY		MIDDLE		SECONDARY	
	N = 3434		N = 3178		N = 3007	
	Number	Percent	Number	Percent	Number	Percent
School Setting						
Urban	863	25.1	937	29.5	745	24.8
Suburban	1059	30.8	1237	38.9	1080	35.9
Rural	1441	42.0	880	27.7	1098	36.5
No Response	71	2.1	124	3.9	84	2.8
Age						
Under 25	41	1.2	30	0.9	25	0.8
25 - 34	610	17.8	521	16.4	366	12.2
35 - 44	1467	42.7	1362	42.9	1199	39.9
45 - 54	900	26.2	903	28.4	1034	34.4
55 - 64	383	11.2	294	9.3	337	11.2
65 or over	8	0.2	15	0.5	12	0.4
No Response	25	0.7	53	1.7	34	1.1
Years Teaching						
Less than 1	4	0.1	5	0.2	4	0.1
1 - 2	72	2.1	47	1.5	42	1.4
3 - 5	271	7.9	204	6.4	149	5.0
6 - 10	547	15.9	442	13.9	322	10.7
11 - 15	806	23.5	681	21.4	534	17.8
16 - 20	795	23.1	761	24.0	739	24.6
21 or more	917	26.7	987	31.1	1185	39.4
No Response	22	0.6	51	1.6	32	1.0
Sex						
Female	3001	87.4	1958	61.6	1441	47.9
Male	407	11.9	1167	36.7	1531	50.9
No Response	26	0.8	53	1.7	35	1.2

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	ELEMENTARY		MIDDLE		SECONDARY	
	N = 3434		N = 3178		N = 3007	
	Number	Percent	Number	Percent	Number	Percent
Hispanic Heritage						
Yes	66	1.9	54	1.7	41	1.4
No	3331	97.0	3053	96.1	2925	97.3
No Response	37	1.1	71	2.2	41	1.4
Race						
Black	241	7.0	212	6.7	139	4.6
White	3007	87.6	2774	87.3	2720	90.5
Asian or Pacific Islander	65	1.9	48	1.5	55	1.8
American Indian or Alaska Native	11	0.3	14	0.4	12	0.4
Other	58	1.7	63	2.0	38	1.3
No Response	52	1.5	67	2.1	43	1.4
Highest Degree						
Less than Bachelor's	6	0.2	3	0.1	16	0.5
Bachelor's	201	5.6	148	4.7	92	3.1
Bachelor's + Additional Credits	1402	40.8	1079	34.0	844	28.1
Master's or Equivalent	601	17.5	502	15.8	417	13.9
Master's + Additional Credits	1163	33.9	1366	43.0	1535	51.0
Doctorate	16	0.5	31	1.0	65	2.2
No Response	45	1.3	49	1.5	38	1.3
Employment Status						
Regular Teacher	3216	93.7	2999	94.4	2865	95.3
Temporary Substitute	3	0.1	2	0.1	0	0.0
Permanent Substitute	20	0.6	18	0.6	11	0.4
Other	144	4.2	92	2.9	66	2.2
No Response	51	1.5	67	2.1	65	2.2

	ELEMENTARY		MIDDLE		SECONDARY	
	N = 3434		N = 3178		N = 3007	
	Number	Percent	Number	Percent	Number	Percent
Primary Teaching Assignment						
All or Most School Subjects	2264	65.9	155	4.9	46	1.5
Special Education	371	10.8	284	8.9	182	6.1
Arts	163	4.8	230	7.2	154	5.1
Language Arts and Communication	118	3.4	602	18.9	581	19.3
Mathematics and Computer Science	58	1.7	444	14.0	539	17.9
Physical and Biological Sciences	34	1.0	343	10.8	380	12.6
Social Sciences	23	0.7	360	11.3	396	13.2
Home Economics	2	0.1	99	3.1	83	2.8
Business and Vocational Education	1	0.0	94	3.0	298	9.9
Health and Physical Education	76	2.2	215	6.8	125	4.2
Other	226	6.6	199	6.3	93	3.1
No Response	98	2.9	153	4.8	130	4.3
Class Size						
1 - 9	386	11.2	190	6.0	129	4.3
10 - 14	151	4.4	193	6.1	200	6.7
15 - 19	331	9.6	264	8.3	496	16.5
20 - 24	1106	32.2	787	24.8	809	26.9
25 - 29	1094	31.9	1090	34.3	861	28.6
30 - 34	210	6.1	372	11.7	293	9.7
35 or more	52	1.5	131	4.1	112	3.7
No Response	104	3.0	151	4.6	107	3.6

	ELEMENTARY		MIDDLE		SECONDARY	
	N = 3434		N = 3178		N = 3007	
	Number	Percent	Number	Percent	Number	Percent
Alabama	55	1.6	55	1.7	56	1.9
Alaska	55	1.6	38	1.2	46	1.5
Arizona	55	1.6	48	1.5	53	1.8
Arkansas	76	2.2	74	2.3	46	1.5
California	53	1.5	55	1.7	51	1.7
Colorado	52	1.5	48	1.5	65	2.2
Connecticut	59	1.7	48	1.5	56	1.9
Delaware	63	1.8	59	1.9	68	2.3
District of Columbia	55	1.6	43	1.4	37	1.2
Florida	77	2.2	50	1.6	64	2.1
Georgia	74	2.2	60	1.9	54	1.8
Hawaii	57	1.7	51	1.6	57	1.9
Idaho	59	1.7	83	2.6	50	1.7
Illinois	69	2.0	80	2.5	57	1.9
Indiana	73	2.1	78	2.5	63	2.1
Iowa	68	2.0	70	2.2	74	2.5
Kansas	57	1.7	42	1.3	62	2.1
Kentucky	59	1.7	53	1.7	55	1.8
Louisiana	67	2.0	50	1.6	41	1.4
Maine	76	2.2	68	2.1	62	2.1
Maryland	64	1.9	62	2.0	61	2.0
Massachusetts	54	1.6	54	1.7	56	1.9
Michigan	56	1.6	67	2.1	56	1.9
Minnesota	64	1.9	67	2.1	73	2.4
Mississippi	67	2.0	61	1.9	48	1.6
Missouri	61	1.8	60	1.9	60	2.0
Montana	52	1.5	68	2.1	54	1.8
Nebraska	76	2.2	72	2.3	78	2.6
Nevada	75	2.2	58	1.8	63	2.1
New Hampshire	52	1.5	66	2.1	60	2.0
New Jersey	53	1.5	56	1.8	67	2.2
New Mexico	66	1.9	70	2.2	52	1.7

	ELEMENTARY		MIDDLE		SECONDARY	
	N = 3434		N = 3178		N = 3007	
	Number	Percent	Number	Percent	Number	Percent
New York	46	1.3	55	1.7	49	1.6
North Carolina	67	2.0	59	1.9	78	2.6
North Dakota	55	1.6	70	2.2	46	1.5
Ohio	72	2.1	54	1.7	55	1.8
Oklahoma	68	2.0	52	1.6	45	1.5
Oregon	73	2.1	59	1.9	64	2.1
Pennsylvania	60	1.8	72	2.3	70	2.3
Rhode Island	44	1.3	65	2.1	48	1.6
South Carolina	66	1.9	74	2.3	67	2.2
South Dakota	54	1.6	62	2.0	57	1.9
Tennessee	74	2.2	58	1.8	55	1.8
Texas	69	2.0	81	2.6	58	1.9
Utah	83	2.4	65	2.1	58	1.9
Vermont	49	1.4	41	1.3	60	2.0
Virginia	60	1.8	65	2.1	63	2.1
Washington	59	1.7	55	1.7	56	1.9
West Virginia	62	1.8	60	1.9	57	1.9
Wisconsin	65	1.9	62	2.0	59	2.0
Wyoming	60	1.8	69	2.2	68	2.3
No Response	249	7.3	86	2.7	49	1.6

Supplementary Teacher Respondent Groups

Supplementary Teacher Respondent Groups

	ELEMENTARY		MIDDLE		SECONDARY	
	N = 156		N = 124		N = 110	
	Number	Percent	Number	Percent	Number	Percent
School Setting						
Urban	61	39.1	40	32.3	41	37.3
Suburban	41	26.3	36	29.0	37	33.6
Rural	44	28.2	44	35.5	27	24.5
No Response	10	6.4	4	3.2	5	4.5
Age						
Under 25	1	0.6	–	–	–	–
25 - 34	35	22.4	30	24.2	14	12.7
35 - 44	63	40.4	62	50.0	46	41.8
45 - 54	43	27.6	27	21.8	34	30.9
55 - 64	13	8.3	4	3.2	15	13.6
65 or over	–	–	–	–	–	–
No Response	1	0.6	1	0.8	1	0.9
Years Teaching						
Less than 1	1	0.6	2	1.6	–	–
1 - 2	7	4.5	6	4.8	5	4.5
3 - 5	21	13.5	15	12.1	7	6.4
6 - 10	27	17.3	31	25.0	10	9.1
11 - 15	34	21.8	24	19.4	15	13.6
16 - 20	31	19.9	23	18.5	31	28.2
21 or more	34	21.8	22	17.7	40	36.4
No Response	–	–	1	0.8	2	1.8
Sex						
Female	136	87.2	94	75.8	67	60.9
Male	19	12.2	28	22.6	43	39.1
No Response	1	0.6	2	1.6	–	–

	ELEMENTARY		MIDDLE		SECONDARY	
	N = 156		N = 124		N = 110	
	Number	Percent	Number	Percent	Number	Percent
Hispanic Heritage						
Yes	83	53.2	63	50.8	62	56.4
No	72	46.2	60	48.4	48	43.6
No Response	1	0.8	1	0.8	–	–
Race						
Black	73	46.8	63	50.8	52	47.3
White	26	16.7	18	14.5	32	29.1
Asian or Pacific Islander	–	–	–	–	–	–
American Indian or Alaska Native	–	–	–	–	–	–
Other	48	30.8	1	0.8	22	20.0
No Response	9	5.8	36	29.0	4	3.6
Highest Degree						
Less than Bachelor's	–	–	–	–	–	–
Bachelor's	8	5.1	3	2.4	3	2.7
Bachelor's + Additional Credits	64	41.0	39	31.5	35	31.8
Master's or Equivalent	21	13.5	19	15.3	20	18.2
Master's + Additional Credits	60	38.5	61	49.2	50	45.5
Doctorate	2	1.3	2	1.6	2	1.8
No Response	1	0.6	–	–	–	–
Employment Status						
Regular Teacher	139	89.1	111	89.5	102	92.7
Temporary Substitute	–	–	–	–	–	–
Permanent Substitute	1	0.6	1	0.8	2	1.8
Other	11	7.1	10	8.1	1	0.9
No Response	5	3.2	2	1.6	–	–

	ELEMENTARY		MIDDLE		SECONDARY	
	N = 156		N = 124		N = 110	
	Number	Percent	Number	Percent	Number	Percent
Primary Teaching Assignment						
All or Most School Subjects	99	63.5	19	15.3	3	2.7
Special Education	14	9.0	19	15.3	10	9.1
Arts	2	1.3	3	2.4	1	0.9
Language Arts and Communication	7	4.5	31	2.4	23	20.9
Mathematics and Computer Science	3	1.9	4	25.0	23	20.9
Physical and Biological Sciences	2	1.3	5	4.0	8	7.3
Social Sciences	2	1.3	10	8.1	10	9.1
Home Economics	–	–	3	2.4	7	6.4
Business and Vocational Education	–	–	2	1.6	–	–
Health and Physical Education	4	2.6	9	7.3	9	8.2
Other	15	9.6	14	11.3	9	8.2
No Response	8	5.1	5	4.0	1	0.9
Class Size						
1 - 9	10	6.4	12	9.7	7	6.4
10 - 14	10	6.4	10	8.1	5	4.5
15 - 19	6	3.8	11	8.9	12	10.9
20 - 24	38	24.4	23	18.5	22	20.0
25 - 29	54	34.6	30	24.2	33	30.0
30 - 34	29	18.6	30	24.2	16	14.5
35 or more	4	2.6	3	2.4	9	8.2
No Response	5	3.2	5	4.0	5	4.5

School Administrator Respondent Groups

School Administrator Respondent Groups

	ELEMENTARY		MIDDLE		SECONDARY	
	N = 125		N = 155		N = 183	
	Number	Percent	Number	Percent	Number	Percent
School Setting						
Urban	24	19.2	44	28.4	29	15.9
Suburban	45	36.0	64	41.3	51	27.9
Rural	52	41.6	41	26.5	94	51.4
No Response	4	3.2	6	3.9	9	4.9
Age						
Under 25	0	0.0	0	0.0	0	0.0
25 - 34	5	4.0	4	2.6	5	2.7
35 - 44	40	32.0	44	28.4	68	37.2
45 - 54	52	41.6	79	51.0	81	44.3
55 - 64	25	20.0	23	14.8	23	12.6
65 or over	0	0.0	0	0.0	0	0.0
No Response	3	2.4	5	3.2	6	3.3
Years Experience						
Less than 1	4	3.2	0	0.0	1	0.6
1 - 2	3	2.4	4	2.6	3	1.6
3 - 5	24	19.2	12	7.7	22	12.0
6 - 10	21	16.8	34	21.9	41	22.4
11 - 15	24	19.2	41	26.5	47	25.7
16 - 20	23	18.4	35	22.6	35	19.1
21 or more	23	18.4	25	16.1	28	15.3
No Response	3	2.4	4	2.6	6	3.3
Current Position						
Principal	115	92.0	140	90.3	163	89.1
Assistant Principal	6	4.8	11	7.1	13	7.1
No Response	4	3.2	4	2.6	7	3.8

	ELEMENTARY		MIDDLE		SECONDARY	
	N = 125		N = 155		N = 183	
	Number	Percent	Number	Percent	Number	Percent
Years in Current Position						
Less than 1	10	8.0	11	7.1	18	9.8
1 - 2	16	12.8	19	12.3	26	14.2
3 - 5	28	22.4	57	36.8	46	25.1
6 - 10	27	21.6	34	21.9	45	24.6
11 - 15	15	12.0	14	9.0	26	14.2
16 - 20	18	14.4	9	5.8	9	4.9
21 or more	8	6.4	7	4.5	6	3.3
No Response	3	2.4	4	2.6	7	3.8
Sex						
Female	49	39.2	36	23.3	22	12.0
Male	73	58.4	115	74.2	155	84.7
No Response	3	2.4	4	2.6	6	3.3
Hispanic Heritage						
Yes	2	1.6	7	4.5	2	1.1
No	120	96.0	144	92.9	174	95.1
No Response	3	2.4	4	2.6	7	3.8
Race						
Black	6	4.8	8	5.2	10	5.5
White	112	89.6	137	88.4	160	87.4
Asian or Pacific Islander	0	0.0	1	0.7	0	0.0
American Indian or Alaska Native	0	0.0	1	0.7	1	0.6
Other	3	2.4	3	1.9	4	2.2
No Response	4	3.2	5	3.2	8	4.3
Highest Professional Degree						
Less than Bachelor's	0	0.0	0	0.0	0	0.0
Bachelor's	0	0.0	0	0.0	0	0.0
Bachelor's + Additional Credits	1	0.8	2	1.3	0	0.0
Master's or Equivalent	5	4.0	11	7.1	6	3.3
Master's + Additional Credits	97	77.6	109	70.3	146	79.8
Doctorate	18	14.4	21	13.6	25	13.7
No Response	4	3.2	12	7.7	6	3.3

Primary Teacher Educator Respondent Groups

Primary Teacher Educator Respondent Groups *

	ELEMENTARY		MIDDLE		SECONDARY	
	N = 190		N = 105		N = 197	
	Number	Percent	Number	Percent	Number	Percent
Age						
Under 25	1	0.5	0	0.0	0	0.0
25 - 34	11	5.8	4	3.8	7	3.6
35 - 44	51	26.8	35	33.3	53	26.9
45 - 54	67	35.3	37	35.2	71	36.0
55 - 64	48	25.3	23	21.9	55	27.9
65 or over	9	14.7	5	4.8	5	2.5
No Response	3	1.6	1	1.0	6	3.1
Years Experience: Teacher Educator						
Less than 1	3	1.6	0	0.0	4	2.0
1 - 2	5	2.6	3	2.9	6	3.1
3 - 5	22	11.6	16	15.2	28	14.2
6 - 10	20	10.5	18	17.1	19	9.6
11 - 15	22	11.6	16	15.2	15	7.6
16 - 20	51	26.8	19	18.1	43	21.8
21 or more	63	33.2	31	29.5	76	38.6
No Response	4	2.1	2	1.9	6	3.1
Current Status						
Assistant Professor	62	32.6	34	32.4	66	33.5
Associate Professor	42	22.1	26	24.8	39	19.8
Full Professor	48	25.3	21	20.0	76	38.6
Adjunct Professor	23	12.1	16	15.2	8	4.1
No Response	15	7.9	8	7.6	8	4.1
Sex						
Female	122	64.2	48	45.7	68	34.5
Male	64	33.7	56	53.3	122	61.9
No Response	4	2.1	1	1.0	7	3.6

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	ELEMENTARY		MIDDLE		SECONDARY	
	N = 190		N = 105		N = 197	
	Number	Percent	Number	Percent	Number	Percent
Age						
Years Experience: Field Supervisor						
Less than 1	8	4.2	8	7.6	10	5.1
1 - 2	17	9.0	13	12.4	17	8.6
3 - 5	39	20.5	24	22.9	39	19.8
6 - 10	30	15.8	25	23.8	26	13.2
11 - 15	29	15.3	9	8.6	22	11.2
16 - 20	35	18.4	17	16.2	41	20.8
21 or more	23	12.1	6	5.7	36	18.3
No Response	9	4.7	3	2.9	6	3.1
Hispanic Heritage						
Yes	4	2.1	2	1.9	1	0.5
No	181	95.3	102	97.1	188	95.4
No Response	5	2.6	1	1.0	8	4.1
Race						
Black	14	7.4	4	3.8	6	3.1
White	166	87.4	98	93.3	177	89.9
Asian or Pacific Islander	0	0.0	0	0.0	1	0.5
American Indian or Alaska Native	1	0.5	0	0.0	1	0.5
Other	1	0.5	1	1.0	3	1.5
No Response	8	4.2	2	1.9	9	4.5
Highest Degree						
Less than Bachelor's	0	0.0	0	0.0	0	0.0
Bachelor's	1	0.5	0	0.0	0	0.0
Bachelor's + Additional Credits	5	2.6	2	1.9	2	1.0
Master's or Equivalent	4	2.1	2	1.9	2	1.0
Master's + Additional Credits	44	23.2	32	30.5	34	17.3
Doctorate	132	69.5	67	63.8	153	77.7
No Response	4	2.1	2	1.9	6	3.1

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Supplementary Teacher Educator Respondent Groups

Supplementary Teacher Educator Respondent Groups *

	ELEMENTARY		MIDDLE		SECONDARY	
	N = 42		N = 27		N = 37	
	Number	Percent	Number	Percent	Number	Percent
Age						
Under 25	0	0.0	0	0.0	0	0.0
25 - 34	0	0.0	1	3.7	0	0.0
35 - 44	11	26.2	5	18.5	8	21.6
45 - 54	15	35.7	11	40.7	14	37.8
55 - 64	14	33.3	6	22.2	8	21.6
65 or over	2	4.8	1	3.7	4	10.8
No Response	0	0.0	3	11.1	3	8.1
Years Experience: Teacher Educator						
Less than 1	0	0.0	0	0.0	0	0.0
1 - 2	1	2.4	3	11.1	1	2.7
3 - 5	4	9.5	0	0.0	1	2.7
6 - 10	1	2.4	4	14.8	1	2.7
11 - 15	9	21.4	0	0.0	3	8.1
16 - 20	10	23.8	7	25.9	11	29.7
21 or more	17	40.5	11	40.7	17	46.0
No Response	0	0.0	2	7.4	3	8.1
Current Status						
Assistant Professor	14	33.3	10	37.0	5	13.5
Associate Professor	16	38.1	5	18.5	16	43.2
Full Professor	9	21.4	7	25.9	10	27.0
Adjunct Professor	2	4.8	3	11.1	3	8.1
No Response	1	2.4	2	7.4	3	8.1
Sex						
Female	36	85.7	16	59.3	14	37.8
Male	4	9.5	8	29.6	20	54.1
No Response	2	4.8	3	11.1	3	8.1

* Historically Black Colleges and Universities

	ELEMENTARY		MIDDLE		SECONDARY	
	N = 42		N = 27		N = 37	
	Number	Percent	Number	Percent	Number	Percent
Age						
Years Experience: Field Supervisor						
Less than 1	1	2.4	2	7.4	0	0.0
1 - 2	2	4.8	8	29.6	2	5.4
3 - 5	7	16.7	1	3.7	6	16.2
6 - 10	6	14.3	7	25.9	5	13.5
11 - 15	8	19.1	3	11.1	9	24.3
16 - 20	7	16.7	4	14.8	5	13.5
21 or more	7	16.7	0	0.0	7	18.9
No Response	4	9.5	2	7.4	3	8.1
Hispanic Heritage						
Yes	2	4.8	2	7.4	1	2.7
No	37	88.1	22	81.5	33	89.2
No Response	3	7.1	3	11.1	3	8.1
Race						
Black	29	69.1	19	70.4	26	70.3
White	9	21.4	3	11.1	6	16.2
Asian or Pacific Islander	0	0.0	0	0.0	1	2.7
American Indian or Alaska Native	0	0.0	0	0.0	0	0.0
Other	0	0.0	1	3.7	1	2.7
No Response	4	9.5	4	14.8	3	8.1
Highest Degree						
Less than Bachelor's	0	0.0	0	0.0	0	0.0
Bachelor's	0	0.0	0	0.0	0	0.0
Bachelor's + Additional Credits	0	0.0	0	0.0	0	0.0
Master's or Equivalent	1	2.4	0	0.0	0	0.0
Master's + Additional Credits	10	23.8	7	25.9	8	21.6
Doctorate	29	69.1	18	66.7	26	70.3
No Response	2	4.8	2	7.4	3	8.1

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* Historically Black Colleges and Universities

Appendix E

Distribution of Importance for Newly Licensed Teacher's Job Ratings: All Respondent Groups

	PRIMARY TEACHERS			SUPPLEMENTARY TEACHERS			ADMINISTRATORS			PRIMARY TEACHER EDUCATORS		
	0 [a]	N/S [b]	V/E [c]	0	N/S	V/E	0	N/S	V/E	0	N/S	V/E
I. PLANNING AND PREPARING FOR INSTRUCTION												
1. Examine dept. curriculum, identify instruction objectives	4	10	71	1	0	93	2	4	79	2	10	69
2. Translate curriculum into specific objectives, specifications	4	10	69	5	1	88	3	3	78	2	7	77
3. Analyze objectives for content, media, methods	2	7	77	1	3	92	1	5	76	0	3	84
4. Determine knowledge and readiness of students	3	17	54	3	3	78	1	5	68	1	9	64
5. Review and select learning materials	6	10	64	4	7	78	12	14	52	5	8	62
6. Design alternative objectives and lessons	3	13	60	3	5	81	1	6	63	2	7	72
7. Prepare pre-instructional assessment techniques	6	24	42	6	10	70	2	11	55	4	14	54
8. Select a variety of teaching techniques	0	5	78	1	0	87	0	2	89	0	2	92
9. Design lessons that best utilize time	0	2	89	1	0	94	0	2	90	0	1	89
10. Plan for evaluation of student needs and progress	0	2	87	1	1	86	0	2	88	0	1	84
11. Prepare lesson plans specifying objectives, etc.	0	6	81	0	2	90	0	6	76	0	3	88
12. Obtain/prepare instructional aids	1	7	69	0	4	81	0	8	58	0	8	69
13. Prepare student materials for use in lessons	1	6	75	0	1	84	0	6	64	0	6	71
14. Prepare apparatus, machines, equipment	11	26	39	7	18	57	3	28	37	3	30	31
15. Prepare and maintain displays of student work	2	27	35	0	12	65	0	23	41	0	24	34
16. Prepare quizzes, tests, exercises	0	2	86	0	3	88	0	2	90	0	4	84
II. MANAGING STUDENT BEHAVIOR IN THE CLASSROOM												
17. Establish classroom rules and procedures	0	1	94	0	0	95	0	0	97	0	1	96
18. Ensure compliance with safety rules	7	10	70	6	4	83	0	1	89	1	6	79
19. Maintain order entering and leaving class	0	7	77	0	1	92	0	5	78	0	6	72

[a] 0 = does not perform task
[b] N/S = not important or slightly important
[c] V/E = very or extremely important

	PRIMARY TEACHERS			SUPPLEMENTARY TEACHERS			ADMINISTRATORS			PRIMARY TEACHER EDUCATORS		
	0 [a]	N/S [b]	V/E [c]	0	N/S	V/E	0	N/S	V/E	0	N/S	V/E
20. Monitor student in-class behavior	0	1	95	0	0	97	0	1	95	0	0	95
21. Monitor classroom activities, assign seats	0	3	85	0	1	95	0	5	78	0	4	79
22. Encourage, praise, support desired behavior	0	1	96	0	0	99	0	0	98	0	0	94
23. Correct, discourage, document, discipline misbehavior	0	3	87	0	3	94	0	3	86	0	3	85
24. Manage time to maintain on-task behavior	0	0	95	0	0	96	0	1	91	0	1	93
25. Maintain order in the fact of interruptions	0	3	86	0	0	91	0	3	81	0	3	78
26. Support activities aimed at correcting misbehavior	0	4	79	0	4	88	0	3	74	0	6	67
III. IMPLEMENTING INSTRUCTION												
27. Organize students to optimize performance in class	0	9	66	0	5	82	0	4	78	0	4	77
28. Give students overview of lessons, goals, topics	0	3	83	0	1	88	0	2	83	0	4	89
29. Monitor and adjust instruction to suit needs	0	2	87	0	0	92	0	3	89	0	2	90
30. Provide individual assistance to meet needs	0	3	86	0	0	93	0	1	84	0	3	83
31. Implement instruction for special needs students	2	8	67	1	2	82	1	4	76	0	6	76
32. Encourage higher order thinking skills	0	2	86	0	3	88	0	2	90	0	2	91
33. Facilitate learning, effort by interaction	0	1	88	1	0	92	0	2	87	0	3	90
34. Provide opportunities to apply learning	0	1	89	0	0	95	0	1	90	0	1	93
Use a variety of approaches, including:												
35. laboratory or "hands-on" instruction	5	7	70	1	5	75	0	2	80	0	2	84
36. presentations	0	4	78	2	4	77	0	3	68	0	5	76
37. group interaction techniques	3	11	58	2	3	77	0	4	73	0	3	84
38. audio-visual aids	1	10	57	1	7	74	0	13	48	0	8	62
39. educational technology	2	17	43	2	8	57	0	13	46	0	13	56

[a] 0 = does not perform task
[b] N/S = not important or slightly important
[c] V/E = very or extremely important

	PRIMARY TEACHERS			SUPPLEMENTARY TEACHERS			ADMINISTRATORS			PRIMARY TEACHER EDUCATORS		
	0 [a]	N/S [b]	V/E [c]	0	N/S	V/E	0	N/S	V/E	0	N/S	V/E
40. community resources	4	28	30	4	14	41	0	22	38	0	21	40
41. independent study	8	28	31	6	13	45	2	26	36	2	22	38
42. peer instruction	3	23	37	5	10	58	1	23	34	1	15	50
43. summarize content covered in each lesson	0	4	76	0	3	86	0	4	85	0	4	81
44. relate current lesson to previous, future ones	0	2	84	0	2	86	0	3	88	0	2	89
IV. EVALUATING STUDENT LEARNING, INSTR. EFFECTIVENESS												
45. Administer assignments, quizzes and tests	0	2	86	0	2	93	1	3	89	0	4	85
46. Assign, receive, correct, grade assignments	1	2	86	0	1	89	0	2	92	0	4	85
47. Score, grade, record, feedback on quizzes, tests	0	2	89	0	1	93	0	2	93	0	4	86
48. Point out problems in English language skills	2	12	62	6	7	72	0	4	72	0	9	69
49. Remediate problems in English language skills	8	16	50	10	12	56	2	10	71	0	9	66
50. Establish/maintain records of specific objectives	5	15	56	2	6	76	0	5	67	1	13	59
51. Establish and maintain student records	0	2	86	0	1	93	0	3	87	0	7	70
52. Incorporate test scores into grades, etc.	0	3	82	0	0	92	1	3	87	0	6	74
53. Analyze student achievement in class	1	6	74	0	3	85	1	3	79	0	3	80
54. Analyze test scores and evaluation information	1	6	71	4	2	75	2	4	75	1	3	73
55. Interpret results of standardized tests	31	27	20	22	17	44	11	20	35	6	24	36
V. NON-INSTRUCTIONAL RESPONSIBILITIES												
56. Administer and monitor standardized tests	32	38	12	20	25	34	13	34	19	11	49	14
57. Communicate school rules and procedures	2	19	54	1	6	77	0	6	76	1	14	57
58. Participate in conferences, exchange information	2	10	64	4	2	80	0	4	80	1	10	67
59. Establish, communicate standards of social behavior	0	4	85	1	0	90	0	1	87	0	3	84

[a] 0 = does not perform task
[b] N/S = not important or slightly important
[c] V/E = very or extremely important

	PRIMARY TEACHERS			SUPPLEMENTARY TEACHERS			ADMINISTRATORS			PRIMARY TEACHER EDUCATORS		
	0 [a]	N/S [b]	V/E [c]	0	N/S	V/E	0	N/S	V/E	0	N/S	V/E
60. Communicate respect for diversity and equity	0	4	85	0	3	87	0	3	87	0	3	91
61. Support students' feelings of self-worth	0	1	91	0	2	94	0	1	92	0	1	92
62. Interact with students supportively, respectfully	0	2	85	1	3	88	1	1	91	0	2	86
63. Prepare reports or letters	4	18	48	5	16	55	4	15	41	5	23	38
64. Assign school-related class responsibilities	9	26	31	6	16	49	2	22	43	1	30	36
65. Escort and supervise assemblies, etc.	2	28	39	1	12	59	1	17	53	1	31	38
66. Monitor student behavior outside classroom	5	27	37	2	12	57	1	10	62	0	31	27
67. Identify and refer physical, emotional problems	1	9	68	1	4	77	0	3	81	0	5	73
68. Report suspected negligence, abuse of students	2	9	73	4	5	75	1	5	87	0	6	77
69. Complete reports, maintain records of materials	2	19	50	3	10	66	0	12	61	1	30	33
70. Take inventory, store, distribute, collect books	2	22	45	2	12	60	0	17	53	2	39	24
71. Request additional materials and supplies	1	17	52	2	9	68	1	14	50	1	29	33
72. Assist in preparation of dept. budget requests	18	20	36	18	12	45	10	26	30	23	34	20
73. Assess comfort and safety of classroom, school	3	19	50	5	8	63	1	15	51	2	25	41
74. Assist in preventing vandalism	8	19	48	10	10	55	1	16	64	2	35	33
75. Report acts of vandalism, damaged school property	2	16	56	3	13	64	1	10	66	1	32	38
76. Keep informed of health-related information	4	18	48	7	13	50	1	13	58	2	16	50
77. Keep informed of school/district/state policies	1	14	57	1	11	71	0	13	63	0	13	62
78. Assume responsibility for money	18	33	25	18	27	38	3	25	39	5	49	22
VI. ADDITIONAL PROFESSIONAL ACTIVITIES												
79. Keep up with developments in education, specialty	0	5	77	1	4	82	0	3	72	0	2	88
80. Collaborate with colleagues on curriculum	1	5	76	0	5	81	2	3	73	1	4	81

[a] 0 = does not perform task
[b] N/S = not important or slightly important
[c] V/E = very or extremely important

	PRIMARY TEACHERS			SUPPLEMENTARY TEACHERS			ADMINISTRATORS			PRIMARY TEACHER EDUCATORS		
	0 [a]	N/S [b]	V/E [c]	0	N/S	V/E	0	N/S	V/E	0	N/S	V/E
81. Collaborate with colleagues on instruction	3	10	63	3	7	76	1	5	76	1	7	78
82. Serve on school or professional committees	4	22	39	3	10	51	1	15	47	3	22	43
83. Supervise or guide other adults in the classroom	44	24	13	26	19	34	8	23	37	10	28	31
84. Orient, observe, assist, counsel beginning teachers	58	14	18	52	10	24	36	12	29	40	18	27
85. Supervise extracurricular activities	9	25	33	10	19	42	1	15	43	3	29	31
86. Attend/participate in activities beyond school day	3	20	43	2	14	44	0	14	51	0	27	44
87. Participate in site-based management, shared decision-making activities	17	24	30	16	13	44	3	14	53	7	22	49

[a] 0 = does not perform task
[b] N/S = not important or slightly important
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Appendix F

Mean Ratings of Importance for Newly Licensed Teacher's Job: All Respondent Groups

	PRIMARY TEACHERS		SUPPLEMENTARY TEACHERS		ADMINISTRATORS		PRIMARY TEACHER EDUCATORS		SUPPLEMENTARY TEACHER EDUCATORS	
	N=3007		N=110		N=183		N=197		N=37	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D
I. PLANNING AND PREPARING FOR INSTRUCTION										
1. Examine dept. curriculum, identify instruction objectives	3.97	1.02	4.50	0.62	4.09	0.81	3.60	0.96	4.26	0.74
2. Translate curriculum into specific objectives, specifications	3.94	1.04	4.47	0.67	4.03	0.80	4.03	0.86	4.13	0.82
3. Analyze objectives for content, media, methods	4.12	0.96	4.55	0.66	4.00	0.83	4.31	0.63	4.40	0.87
4. Determine knowledge and readiness of students	3.57	1.11	4.23	0.83	3.94	0.90	3.78	0.99	4.03	0.99
5. Review and select learning materials	3.89	1.04	4.19	1.01	3.57	1.08	3.90	0.97	4.17	1.03
6. Design alternative objectives and lessons	3.72	1.04	4.26	0.92	3.81	0.89	3.95	0.91	4.00	0.90
7. Prepare pre-instructional assessment techniques	3.29	1.13	3.96	1.02	3.60	0.95	3.56	1.04	3.75	1.06
8. Select a variety of teaching techniques	4.13	0.89	4.38	0.69	4.32	0.72	4.53	0.66	4.49	0.69
9. Design lessons that best utilize time	4.41	0.74	4.53	0.60	4.33	0.74	4.39	0.72	4.29	0.85
10. Plan for evaluation of student needs and progress	4.34	0.75	4.48	0.74	4.23	0.73	4.21	0.75	4.43	0.73
11. Prepare lesson plans specifying objectives, etc.	4.22	0.91	4.48	0.73	4.08	0.88	4.43	0.77	4.60	0.64
12. Obtain/prepare instructional aids	3.90	0.93	4.23	0.84	3.66	0.83	3.86	0.89	4.00	1.08
13. Prepare student materials for use in lessons	4.07	0.93	4.28	0.75	3.77	0.82	3.99	0.88	4.21	1.05
14. Prepare apparatus, machines, equipment	3.25	1.24	3.65	1.25	3.15	1.05	3.02	1.12	3.44	1.14
15. Prepare and maintain displays of student work	3.13	1.06	3.76	1.03	3.27	0.98	3.14	1.08	3.94	1.16
16. Prepare quizzes, tests, exercises	4.35	0.76	4.44	0.77	4.33	0.70	4.25	0.81	4.49	0.69
II. MANAGING STUDENT BEHAVIOR IN THE CLASSROOM										
17. Establish classroom rules and procedures	4.66	0.64	4.73	0.54	4.72	0.52	4.63	0.60	4.54	0.81
18. Ensure compliance with safety rules	4.17	1.13	4.43	0.84	4.49	0.70	4.18	0.94	4.18	0.97
19. Maintain order entering and leaving class	4.16	0.96	4.60	0.67	4.03	0.82	3.96	0.91	4.20	0.89

	PRIMARY TEACHERS		SUPPLEMENTARY TEACHERS		ADMINISTRATORS		PRIMARY TEACHER EDUCATORS		SUPPLEMENTARY TEACHER EDUCATORS	
	N=3007		N=110		N=183		N=197		N=37	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D
20. Monitor student in-class behavior	4.65	0.60	4.72	0.51	4.47	0.62	4.59	0.60	4.63	0.64
21. Monitor classroom activities, assign seats	4.32	0.82	4.65	0.63	4.01	0.83	4.08	0.84	4.20	0.92
22. Encourage, praise, support desired behavior	4.68	0.57	4.76	0.45	4.60	0.53	4.55	0.62	4.49	0.65
23. Correct, discourage, document, discipline misbehavior	4.38	0.81	4.61	0.68	4.23	0.75	4.27	0.80	4.40	0.87
24. Manage time to maintain on-task behavior	4.63	0.60	4.70	0.54	4.46	0.68	4.54	0.65	4.47	0.92
25. Maintain order in the fact of interruptions	4.34	0.81	4.55	0.66	4.11	0.77	4.12	0.84	4.17	0.84
26. Support activities aimed at correcting misbehavior	4.20	0.87	4.46	0.83	4.01	0.83	3.84	0.90	3.94	0.89
III. IMPLEMENTING INSTRUCTION										
27. Organize students to optimize performance in class	3.83	0.98	4.23	0.91	3.98	0.79	4.10	0.86	4.16	0.97
28. Give students overview of lessons, goals, topics	4.27	0.82	4.51	0.73	4.23	0.76	4.41	0.79	4.62	0.75
29. Monitor and adjust instruction to suit needs	4.34	0.77	4.53	0.65	4.36	0.75	4.41	0.72	4.38	0.78
30. Provide individual assistance to meet needs	4.32	0.79	4.56	0.63	4.20	0.71	4.21	0.80	4.50	0.73
31. Implement instruction for special needs students	3.90	0.96	4.34	0.83	4.01	0.81	4.05	0.92	4.35	0.84
32. Encourage higher order thinking skills	4.35	0.76	4.41	0.80	4.32	0.72	4.50	0.72	4.51	0.68
33. Facilitate learning, effort by interaction	4.40	0.73	4.46	0.63	4.23	0.72	4.48	0.78	4.32	0.74
34. Provide opportunities to apply learning	4.44	0.72	4.60	0.58	4.35	0.69	4.51	0.65	4.38	0.67
Use a variety of approaches, including:										
35. laboratory or "hands-on" instruction	4.06	0.98	4.19	1.00	4.06	0.74	4.26	0.83	4.33	0.58
36. presentations	4.11	0.85	4.17	0.86	3.85	0.76	4.05	0.89	4.25	0.79
37. group interaction techniques	3.69	1.00	4.15	0.86	3.94	0.82	4.27	0.79	4.03	1.08
38. audio-visual aids	3.67	0.96	4.01	0.94	3.46	0.86	3.74	0.91	3.97	0.85

	PRIMARY TEACHERS		SUPPLEMENTARY TEACHERS		ADMINISTRATORS		PRIMARY TEACHER EDUCATORS		SUPPLEMENTARY TEACHER EDUCATORS	
	N=3007		N=110		N=183		N=197		N=37	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D
39. educational technology	3.37	1.00	3.69	0.94	3.48	0.94	3.52	0.91	3.61	1.14
40. community resources	3.04	1.02	3.37	0.95	3.22	0.98	3.28	0.97	3.44	0.96
41. independent study	3.07	1.08	3.43	1.01	3.12	1.03	3.25	1.01	3.44	0.93
42. peer instruction	3.21	1.02	3.73	0.95	3.19	0.98	3.52	0.98	3.39	0.89
43. summarize content covered in each lesson	4.09	0.87	4.30	0.78	4.19	0.79	4.21	0.86	4.30	0.95
44. relate current lesson to previous, future ones	4.29	0.78	4.41	0.82	4.25	0.75	4.41	0.75	4.32	0.84
IV. EVALUATING STUDENT LEARNING, INSTR. EFFECTIVENESS										
45. Administer assignments, quizzes and tests	4.30	0.77	4.45	0.69	4.28	0.75	4.22	0.84	4.38	0.82
46. Assign, receive, correct, grade assignments	4.38	0.79	4.55	0.72	4.41	0.70	4.21	0.82	4.30	0.77
47. Score, grade, record, feedback on quizzes, tests	4.45	0.74	4.61	0.64	4.46	0.68	4.21	0.85	4.32	0.90
48. Point out problems in English language skills	3.80	1.06	4.07	1.00	3.99	0.84	3.94	1.00	4.46	0.60
49. Remediate problems in English language skills	3.57	1.13	3.78	1.11	3.69	0.96	3.84	1.00	4.19	0.88
50. Establish/maintain records of specific objectives	3.64	1.11	4.14	0.93	3.88	0.87	3.63	1.03	4.08	0.94
51. Establish and maintain student records	4.39	0.80	4.55	0.65	4.33	0.78	3.98	0.48	4.43	0.72
52. Incorporate test scores into grades, etc.	4.26	0.85	4.63	0.75	4.22	0.79	3.98	0.90	4.41	0.88
53. Analyze student achievement in class	4.03	0.92	4.34	0.87	4.17	0.82	4.12	0.82	4.16	1.05
54. Analyze test scores and evaluation information	3.98	0.93	4.31	0.89	4.07	0.85	4.04	0.87	4.05	0.98
55. Interpret results of standardized tests	2.88	1.15	3.46	1.08	3.27	1.01	3.21	1.07	3.82	1.04

	PRIMARY TEACHERS		SUPPLEMENTARY TEACHERS		ADMINISTRATORS		PRIMARY TEACHER EDUCATORS		SUPPLEMENTARY TEACHER EDUCATORS	
	N=3007		N=110		N=183		N=197		N=37	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D
V. NON-INSTRUCTIONAL RESPONSIBILITIES										
56. Administer and monitor standardized tests	2.42	1.14	3.16	1.21	2.76	1.07	2.40	1.06	3.07	1.23
57. Communicate school rules and procedures	3.54	1.13	4.19	0.91	4.00	0.89	3.65	1.07	3.78	1.19
58. Participate in conferences, exchange information	3.81	0.98	4.30	0.93	4.19	0.89	3.82	0.96	4.00	1.03
59. Establish, communicate standards of social behavior	4.35	0.86	4.50	0.67	4.33	0.73	4.26	0.83	4.47	0.76
60. Communicate respect for diversity and equity	4.39	0.86	4.53	0.93	4.35	0.78	4.46	0.82	4.57	0.59
61. Support students' feelings of self-worth	4.52	0.69	4.61	0.67	4.59	0.65	4.63	0.64	4.63	0.54
62. Interact with students supportively, respectfully	4.37	0.80	4.51	0.77	4.40	0.67	4.36	0.78	4.29	0.70
63. Prepare reports or letters	3.43	1.07	3.64	1.15	3.36	0.96	3.24	1.03	3.44	1.01
64. Assign school-related class responsibilities	3.06	1.06	3.34	1.14	3.23	1.03	3.07	1.02	3.40	1.15
65. Escort and supervise assemblies, etc.	3.20	1.18	3.75	1.07	3.49	1.01	3.13	1.15	3.39	1.16
66. Monitor student behavior outside classroom	3.17	1.17	3.69	1.05	3.72	0.95	3.06	1.15	3.46	1.20
67. Identify and refer physical, emotional problems	3.89	0.99	4.16	0.90	4.08	0.77	4.00	0.95	3.97	0.92
68. Report suspected negligence, abuse of students	4.06	1.03	4.19	0.93	4.36	0.84	4.11	0.96	3.86	1.02
69. Complete reports, maintain records of materials	3.48	1.13	3.97	1.06	3.65	0.90	3.02	1.09	3.66	1.09
70. Take inventory, store, distribute, collect books	3.37	1.14	3.81	1.08	3.45	0.95	2.77	1.10	3.49	1.13
71. Request additional materials and supplies	3.52	1.07	3.92	0.99	3.42	0.91	3.06	1.13	3.63	1.02
72. Assist in preparation of dept. budget requests	3.31	1.16	3.66	1.10	3.07	1.00	2.77	1.12	3.30	0.90
73. Assess comfort and safety of classroom, school	3.47	1.12	3.91	1.02	3.46	0.95	3.30	1.21	3.65	1.06
74. Assist in preventing vandalism	3.50	1.14	3.85	1.04	3.59	1.03	2.97	1.16	3.40	1.22
75. Report acts of vandalism, damaged school property	3.60	1.15	3.87	1.15	3.78	0.93	3.13	1.21	3.51	1.05

	PRIMARY TEACHERS		SUPPLEMENTARY TEACHERS		ADMINISTRATORS		PRIMARY TEACHER EDUCATORS		SUPPLEMENTARY TEACHER EDUCATORS	
	N=3007		N=110		N=183		N=197		N=37	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D
76. Keep informed of health-related information	3.47	1.09	3.61	1.07	3.63	0.95	3.51	1.09	3.50	1.14
77. Keep informed of school/district/state policies	3.67	1.06	4.00	1.09	3.71	1.01	3.7[illegible]	1.03	3.71	1.06
78. Assume responsibility for money	2.86	1.25	3.29	1.34	3.18	1.15	2.58	1.27	2.91	1.22
VI. ADDITIONAL PROFESSIONAL ACTIVITIES										
79. Keep up with developments in education, specialty	4.13	0.91	4.28	0.87	3.95	0.84	4.37	0.77	4.41	0.84
80. Collaborate with colleagues on curriculum	4.09	0.91	4.24	0.90	4.03	0.90	4.19	0.83	4.00	1.14
81. Collaborate with colleagues on instruction	3.85	1.02	4.10	0.96	4.02	0.87	4.11	0.86	4.06	1.07
82. Serve on school or professional committees	3.27	1.08	3.63	0.99	3.39	0.91	3.30	1.07	3.39	1.07
83. Supervise or guide other adults in the classroom	2.75	1.14	3.30	1.11	3.18	0.98	3.05	1.13	3.42	1.10
84. Orient, observe, assist, counsel beginning teachers	3.12	1.36	3.45	1.27	3.40	1.05	3.33	1.24	3.56	1.24
85. Supervise extracurricular activities	3.12	1.14	3.37	1.07	3.33	0.94	3.03	1.08	3.14	1.15
86. Attend/participate in activities beyond school day	3.33	1.09	3.43	1.00	3.48	0.95	3.20	1.08	3.33	1.15
87. Participate in site-based management, shared decision-making activities	3.11	1.10	3.51	0.96	3.50	0.95	3.47	1.14	3.27	1.11

Appendix G

Mean Ratings of Importance for Newly Licensed Teacher's Job by Subgroup: Teacher Respondents

G2 Mean Ratings by Race/Ethnicity

G8 Mean Ratings by Sex

G12 Mean Ratings by Years of Experience

G17 Mean Ratings by Teaching Assignment

G22 Mean Ratings by School Setting

G26 Mean Ratings by Class Size

G31 Mean Ratings by Region

Mean Ratings of Importance for Newly Licensed Teacher's Job by Race/Ethnicity

	Primary Teacher Respondents								Supplementary Teacher Respondents					
	Total		White		Black		Hispanic		Total		Black		Hispanic	
	N=3007		N=2720		N=139		N=41		N=110		N=50		N=60	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
I. PLANNING AND PREPARING FOR INSTRUCTION														
1. Examine dept. curriculum, identify instruction objectives	3.97	1.02	3.94	1.03	4.43	0.78	4.07	0.91	4.50	0.62	4.67	0.51	4.44	0.67
2. Translate curriculum into specific objectives, specifications	3.94	1.04	3.90	1.05	4.32	0.87	4.22	0.91	4.47	0.67	4.62	0.48	4.34	0.76
3. Analyze objectives for content, media, methods	4.12	0.96	4.09	0.97	4.49	0.75	4.34	0.93	4.55	0.86	4.63	0.63	4.40	0.81
4. Determine knowledge and readiness of students	3.57	1.11	3.52	1.10	4.18	0.94	3.95	1.14	4.23	0.83	4.29	0.79	4.14	0.85
5. Review and select learning materials	3.89	1.04	3.85	1.05	4.31	0.84	4.13	0.90	4.19	1.01	4.47	0.65	4.00	1.11
6. Design alternative objectives and lessons	3.72	1.04	3.66	1.04	4.39	0.77	4.11	1.06	4.26	0.92	4.51	0.65	4.04	1.04
7. Prepare pre-instructional assessment techniques	3.29	1.13	3.22	1.12	4.10	0.91	3.92	1.02	3.96	1.02	4.22	0.88	3.71	1.06
8. Select a variety of teaching techniques	4.13	0.89	4.10	0.90	4.43	0.72	4.22	0.99	4.38	0.69	4.44	0.61	4.34	0.73
9. Design lessons that best utilize time	4.41	0.74	4.40	0.74	4.46	0.69	4.57	0.54	4.53	0.60	4.57	0.57	4.50	0.62
10. Plan for evaluation of student needs and progress	4.34	0.75	4.32	0.76	4.57	0.61	4.59	0.59	4.48	0.74	4.66	0.52	4.36	0.84
11. Prepare lesson plans specifying objectives, etc.	4.22	0.91	4.20	0.92	4.58	0.69	4.31	0.79	4.48	0.73	4.64	0.52	4.37	0.82
12. Obtain/prepare instructional aids	3.90	0.93	3.87	0.93	4.24	0.87	4.13	0.83	4.23	0.84	4.35	0.78	4.10	0.87
13. Prepare student materials for use in lessons	4.07	0.93	4.05	0.93	4.25	0.91	4.43	0.80	4.28	0.75	4.36	0.73	4.20	0.75
14. Prepare apparatus, machines, equipment	3.25	1.24	3.20	1.23	3.70	1.09	3.58	1.28	3.65	1.25	3.86	0.97	3.47	1.40
15. Prepare and maintain displays of student work	3.13	1.06	3.07	1.05	3.93	0.94	3.54	1.13	3.76	1.03	3.96	0.74	3.57	1.16
16. Prepare quizzes, tests, exercises	4.35	0.78	4.33	0.79	4.61	0.65	4.71	0.60	4.44	0.77	4.54	0.71	4.38	0.75
II. MANAGING STUDENT BEHAVIOR IN THE CLASSROOM														
17. Establish classroom rules and procedures	4.66	0.64	4.65	0.64	4.76	0.51	4.65	0.61	4.73	0.54	4.73	0.53	4.73	0.54
18. Ensure compliance with safety rules	4.17	1.13	4.15	1.14	4.31	0.96	4.50	0.91	4.43	0.84	4.57	0.68	4.33	0.92
19. Maintain order entering and leaving class	4.16	0.96	4.13	0.97	4.58	0.66	4.49	0.81	4.60	0.67	4.64	0.52	4.56	0.77

	Primary Teacher Respondents								Supplementary Teacher Respondents					
	Total		White		Black		Hispanic		Total		Black		Hispanic	
	N=3007		N=2720		N=139		N=41		N=110		N=50		N=60	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
20. Monitor student in-class behavior	4.65	0.60	4.64	0.60	4.75	0.50	4.74	0.44	4.72	0.51	4.69	0.51	4.77	0.50
21. Monitor classroom activities, assign seats	4.32	0.82	4.30	0.83	4.53	0.69	4.35	0.71	4.55	0.63	4.50	0.71	4.62	0.55
22. Encourage, praise, support desired behavior	4.68	0.57	4.67	0.58	4.76	0.51	4.78	0.41	4.75	0.45	4.70	0.50	4.80	0.40
23. Correct, discourage, document, discipline misbehavior	4.38	0.81	4.35	0.83	4.64	0.54	4.65	0.58	4.61	0.68	4.65	0.59	4.59	0.72
24. Manage time to maintain on-task behavior	4.63	0.60	4.62	0.61	4.77	0.45	4.61	0.49	4.70	0.54	4.70	0.50	4.70	0.56
25. Maintain order in the fact of interruptions	4.34	0.81	4.32	0.82	4.59	0.69	4.51	0.60	4.55	0.66	4.46	0.64	4.63	0.63
26. Support activities aimed at correcting misbehavior	4.20	0.87	4.18	0.88	4.49	0.69	4.18	0.85	4.46	0.83	4.42	0.86	4.50	0.81
III. IMPLEMENTING INSTRUCTION														
27. Organize students to optimize performance in class	3.83	0.98	3.79	0.98	4.19	0.88	4.13	0.87	4.23	0.91	4.21	0.98	4.27	0.81
28. Give students overview of lessons, goals, topics	4.27	0.82	4.24	0.83	4.63	0.61	4.52	0.71	4.51	0.73	4.69	0.55	4.36	0.80
29. Monitor and adjust instruction to suit needs	4.34	0.77	4.32	0.77	4.67	0.56	4.52	0.71	4.53	0.65	4.60	0.61	4.47	0.67
30. Provide individual assistance to meet needs	4.32	0.79	4.30	0.80	4.61	0.64	4.60	0.54	4.56	0.63	4.57	0.64	4.55	0.62
31. Implement instruction for special needs students	3.90	0.96	3.86	0.97	4.46	0.70	4.15	0.77	4.34	0.83	4.52	0.71	4.19	0.89
32. Encourage higher order thinking skills	4.35	0.76	4.34	0.77	4.56	0.65	4.45	0.67	4.41	0.80	4.40	0.91	4.42	0.71
33. Facilitate learning, effort by interaction	4.40	0.73	4.39	0.74	4.65	0.51	4.45	0.77	4.46	0.63	4.44	0.67	4.47	0.59
34. Provide opportunities to apply learning	4.44	0.72	4.41	0.74	4.71	0.53	4.68	0.47	4.60	0.58	4.66	0.55	4.53	0.59
Use a variety of approaches, including:														
35. laboratory or "hands-on" instruction	4.06	0.98	4.03	0.99	4.40	0.76	4.38	0.74	4.19	1.00	4.26	0.81	4.07	0.93
36. presentations	4.11	0.85	4.09	0.86	4.40	0.73	4.23	0.92	4.17	0.86	4.36	0.73	4.04	0.88
37. group interaction techniques	3.69	1.00	3.66	1.00	4.02	0.95	3.97	1.16	4.15	0.86	4.11	0.75	4.17	0.93
38. audio-visual aids	3.67	0.96	3.64	0.96	4.13	0.81	3.82	1.05	4.01	0.94	4.02	0.99	4.00	0.88

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	Primary Teacher Respondents								Supplementary Teacher Respondents					
	Total		White		Black		Hispanic		Total		Black		Hispanic	
	N=3007		N=2720		N=139		N=41		N=110		N=50		N=60	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
39. educational technology	3.37	1.00	3.35	1.00	3.63	0.97	3.26	0.99	3.69	0.94	3.76	0.96	3.61	0.91
40. community resources	3.04	1.02	3.00	1.02	3.57	0.96	3.26	1.05	3.37	0.95	3.53	0.88	3.22	0.97
41. independent study	3.07	1.06	3.03	1.07	3.51	1.06	3.39	1.14	3.43	1.01	3.52	0.94	3.31	1.03
42. peer instruction	3.21	1.02	3.17	1.02	3.56	1.03	3.50	1.09	3.73	0.85	3.61	0.93	3.80	0.94
43. summarize content covered in each lesson	4.09	0.87	4.07	0.87	4.43	0.79	4.13	0.91	4.30	0.78	4.43	0.74	4.19	0.80
44. relate current lesson to previous, future ones	4.29	0.78	4.27	0.79	4.60	0.63	4.44	0.71	4.41	0.82	4.36	0.92	4.47	0.70
IV. EVALUATING STUDENT LEARNING, INSTR. EFFECTIVENESS														
45. Administer assignments, quizzes and tests	4.30	0.77	4.29	0.78	4.56	0.66	4.42	0.54	4.45	0.69	4.54	0.58	4.41	0.74
46. Assign, receive, correct, grade assignments	4.38	0.79	4.36	0.79	4.64	0.63	4.67	0.52	4.55	0.72	4.63	0.64	4.53	0.74
47. Score, grade, record, feedback on quizzes, tests	4.45	0.74	4.44	0.75	4.62	0.72	4.67	0.52	4.61	0.64	4.61	0.57	4.63	0.66
48. Point out problems in English language skills	3.80	1.06	3.76	1.07	4.32	0.90	4.11	0.82	4.07	1.00	4.40	0.66	3.79	1.15
49. Remediate problems in English language skills	3.57	1.13	3.52	1.13	4.07	0.97	3.92	0.92	3.78	1.11	4.10	0.79	3.53	1.26
50. Establish/maintain records of specific objectives	3.64	1.11	3.58	1.12	4.28	0.92	4.35	0.85	4.14	0.93	4.22	1.03	4.07	0.82
51. Establish and maintain student records	4.39	0.80	4.37	0.81	4.71	0.59	4.59	0.63	4.55	0.65	4.57	0.61	4.56	0.67
52. Incorporate test scores into grades, etc.	4.26	0.85	4.24	0.86	4.51	0.69	4.35	0.81	4.63	0.75	4.59	0.65	4.60	0.59
53. Analyze student achievement in class	4.03	0.92	4.00	0.93	4.48	0.77	4.44	0.68	4.34	0.87	4.41	0.85	4.27	0.88
54. Analyze test scores and evaluation information	3.98	0.93	3.95	0.94	4.42	0.68	4.26	0.78	4.31	0.89	4.47	0.73	4.20	0.97
55. Interpret results of standardized tests	2.88	1.15	2.80	1.12	3.70	1.12	3.40	1.25	3.46	1.06	3.62	1.05	3.28	1.06
V. NON-INSTRUCTIONAL RESPONSIBILITIES														
56. Administer and monitor standardized tests	2.42	1.14	2.36	1.11	3.09	1.17	3.07	1.21	3.16	1.21	3.32	1.08	3.02	1.32
57. Communicate school rules and procedures	3.54	1.13	3.50	1.14	4.07	0.95	4.10	0.96	4.19	0.91	4.28	0.89	4.13	0.93

	Primary Teacher Respondents								Supplementary Teacher Respondents					
	Total		White		Black		Hispanic		Total		Black		Hispanic	
	N=3007		N=2720		N=139		N=41		N=110		N=50		N=60	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
58. Participate in conferences, exchange information	3.81	0.98	3.79	0.98	4.17	0.88	4.21	0.86	4.30	0.93	4.39	0.71	4.16	0.85
59. Establish, communicate standards of social behavior	4.35	0.86	4.33	0.87	4.52	0.76	4.49	0.78	4.50	0.67	4.61	0.57	4.43	0.70
60. Communicate respect for diversity and equity	4.39	0.86	4.37	0.87	4.52	0.87	4.54	0.71	4.53	0.93	4.45	0.89	4.54	0.73
61. Support students' feelings of self-worth	4.52	0.69	4.51	0.70	4.63	0.63	4.67	0.52	4.61	0.67	4.64	0.70	4.59	0.64
62. Interact with students supportively, respectfully	4.37	0.80	4.36	0.80	4.51	0.72	4.41	0.67	4.51	0.77	4.52	0.87	4.51	0.70
63. Prepare reports or letters	3.43	1.07	3.41	1.07	3.56	1.11	3.86	0.91	3.64	1.15	3.64	1.14	3.64	1.17
64. Assign school-related class responsibilities	3.06	1.08	3.02	1.07	3.50	1.11	3.58	0.91	3.34	1.14	3.68	1.16	3.42	1.12
65. Escort and supervise assemblies, etc.	3.20	1.18	3.15	1.17	3.92	0.99	3.82	0.98	3.75	1.07	4.02	0.92	3.56	1.08
66. Monitor student behavior outside classroom	3.17	1.17	3.13	1.16	3.82	1.13	3.61	1.16	3.69	1.05	3.98	0.96	3.45	1.07
67. Identify and refer physical, emotional problems	3.89	0.99	3.87	1.00	4.25	0.89	4.13	0.85	4.16	0.90	4.26	0.86	4.07	0.91
68. Report suspected negligence, abuse of students	4.06	1.03	4.05	1.04	4.17	0.97	4.36	0.73	4.19	0.93	4.16	0.86	4.23	0.94
69. Complete reports, maintain records of materials	3.48	1.13	3.44	1.13	4.05	1.00	3.97	0.99	3.97	1.06	4.34	0.83	3.67	1.10
70. Take inventory, store, distribute, collect books	3.37	1.14	3.32	1.14	4.01	0.92	3.82	0.91	3.81	1.08	4.13	0.96	3.54	1.09
71. Request additional materials and supplies	3.52	1.07	3.48	1.08	4.06	0.99	3.74	0.90	3.92	0.99	4.21	0.85	3.66	1.02
72. Assist in preparation of dept. budget requests	3.31	1.16	3.29	1.15	3.51	1.25	3.50	1.17	3.66	1.10	4.00	0.95	3.39	1.11
73. Assess comfort and safety of classroom, school	3.47	1.12	3.43	1.12	3.91	1.08	3.89	0.85	3.91	1.02	4.19	0.84	3.69	1.08
74. Assist in preventing vandalism	3.50	1.14	3.49	1.14	3.58	1.23	3.87	0.86	3.85	1.04	3.85	1.00	3.83	1.06
75. Report acts of vandalism, damaged school property	3.60	1.15	3.57	1.15	3.89	1.15	4.03	0.85	3.87	1.15	4.11	0.98	3.67	1.22
76. Keep informed of health-related information	3.47	1.09	3.45	1.09	3.80	1.09	3.88	0.75	3.61	1.07	3.64	1.08	3.57	1.06
77. Keep informed of school/district/state policies	3.67	1.06	3.63	1.06	4.17	1.04	4.05	0.88	4.00	1.09	4.26	0.92	3.78	1.17
78. Assume responsibility for money	2.86	1.25	2.81	1.24	3.38	1.27	3.42	1.16	3.29	1.34	3.50	1.35	3.07	1.28

	Primary Teacher Respondents								Supplementary Teacher Respondents					
	Total		White		Black		Hispanic		Total		Black		Hispanic	
	N=3007		N=2720		N=139		N=41		N=110		N=50		N=60	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
VI. ADDITIONAL PROFESSIONAL ACTIVITIES														
79. Keep up with developments in education, specialty	4.13	0.91	4.11	0.92	4.50	0.68	4.45	0.67	4.28	0.87	4.32	0.90	4.25	0.84
80. Collaborate with colleagues on curriculum	4.09	0.91	4.07	0.91	4.40	0.75	4.23	0.86	4.24	0.90	4.17	1.03	4.29	0.78
81. Collaborate with colleagues on instruction	3.85	1.02	3.84	1.02	4.12	0.91	3.95	1.08	4.10	0.96	4.07	1.05	4.13	0.87
82. Serve on school or professional committees	3.27	1.08	3.24	1.08	3.67	1.04	3.51	1.13	3.63	0.99	3.80	0.88	3.47	1.03
83. Supervise or guide other adults in the classroom	2.75	1.14	2.71	1.13	3.02	1.22	3.35	1.17	3.30	1.11	3.55	1.09	3.05	1.03
84. Orient, observe, assist, counsel beginning teachers	3.12	1.36	3.09	1.36	3.45	1.37	3.44	1.34	3.45	1.27	3.74	1.24	3.14	1.25
85. Supervise extracurricular activities	3.12	1.14	3.11	1.13	3.26	1.23	3.40	1.13	3.37	1.07	3.48	1.10	3.29	1.05
86. Attend/participate in activities beyond school day	3.33	1.09	3.32	1.09	3.45	1.08	3.86	0.78	3.43	1.00	3.59	0.99	3.32	1.00
87. Participate in site-based management, shared decision-making activities	3.11	1.10	3.09	1.10	3.36	1.15	3.33	1.13	3.51	0.96	3.49	0.89	3.49	1.01

Mean Ratings of Importance for Newly Licensed Teacher's Job by Sex

	FEMALE		MALE	
	N=1366		N=1472	
	Mean	S.D.	Mean	S.D.
I. PLANNING AND PREPARING FOR INSTRUCTION				
1. Examine dept. curriculum, identify instruction objectives	4.09	0.98	3.87	1.03
2. Translate curriculum into specific objectives, specifications	4.08	0.99	3.81	1.06
3. Analyze objectives for content, media, methods	4.27	0.90	3.98	0.99
4. Determine knowledge and readiness of students	3.71	1.08	3.44	1.11
5. Review and select learning materials	4.02	1.01	3.77	1.05
6. Design alternative objectives and lessons	3.84	1.02	3.60	1.05
7. Prepare pre-instructional assessment techniques	3.41	1.12	3.17	1.12
8. Select a variety of teaching techniques	4.24	0.87	4.02	0.90
9. Design lessons that best utilize time	4.53	0.67	4.31	0.79
10. Plan for evaluation of student needs and progress	4.43	0.72	4.25	0.77
11. Prepare lesson plans specifying objectives, etc.	4.32	0.88	4.12	0.93
12. Obtain/prepare instructional aids	4.00	0.93	3.81	0.91
13. Prepare student materials for use in lessons	4.21	0.90	3.94	0.93
14. Prepare apparatus, machines, equipment	3.19	1.23	3.30	1.23
15. Prepare and maintain displays of student work	3.29	1.05	2.98	1.05
16. Prepare quizzes, tests, exercises	4.43	0.75	4.27	0.81
II. MANAGING STUDENT BEHAVIOR IN THE CLASSROOM				
17. Establish classroom rules and procedures	4.72	0.58	4.60	0.67
18. Ensure compliance with safety rules	4.15	1.13	4.19	1.11
19. Maintain order entering and leaving class	4.21	0.95	4.12	0.96
20. Monitor student in-class behavior	4.73	0.54	4.57	0.63
21. Monitor classroom activities, assign seats	4.47	0.70	4.17	0.90
22. Encourage, praise, support desired behavior	4.76	0.49	4.60	0.63
23. Correct, discourage, document, discipline misbehavior	4.45	0.75	4.30	0.86
24. Manage time to maintain on-task behavior	4.70	0.53	4.55	0.65
25. Maintain order in the fact of interruptions	4.41	0.77	4.27	0.84
26. Support activities aimed at correcting misbehavior	4.31	0.83	4.08	0.90
III. IMPLEMENTING INSTRUCTION				
27. Organize students to optimize performance in class	3.95	0.96	3.71	0.98
28. Give students overview of lessons, goals, topics	4.34	0.80	4.19	0.83
29. Monitor and adjust instruction to suit needs	4.45	0.71	4.25	0.80
30. Provide individual assistance to meet needs	4.43	0.74	4.22	0.82
31. Implement instruction for special needs students	4.04	0.93	3.78	0.98
32. Encourage higher order thinking skills	4.41	0.73	4.30	0.78

	FEMALE		MALE	
	N=1366		N=1472	
	Mean	S.D.	Mean	S.D.
33. Facilitate learning, effort by interaction	4.50	0.70	4.31	0.74
34. Provide opportunities to apply learning	4.54	0.66	4.34	0.77
Use a variety of approaches, including:				
35. laboratory or "hands-on" instruction	4.10	0.97	4.02	0.99
36. presentations	4.15	0.85	4.07	0.85
37. group interaction techniques	3.82	0.98	3.57	1.01
38. audio-visual aids	3.73	0.97	3.62	0.95
39. educational technology	3.36	0.99	3.37	1.01
40. community resources	3.09	1.01	2.99	1.02
41. independent study	3.09	1.09	3.04	1.06
42. peer instruction	3.26	1.03	3.16	1.01
43. summarize content covered in each lesson	4.15	0.88	4.04	0.85
44. relate current lesson to previous, future ones	4.36	0.76	4.22	0.79
IV. EVALUATING STUDENT LEARNING, INSTR. EFFECTIVENESS				
45. Administer assignments, quizzes and tests	4.39	0.74	4.22	0.79
46. Assign, receive, correct, grade assignments	4.49	0.74	4.28	0.82
47. Score, grade, record, feedback on quizzes, tests	4.57	0.67	4.34	0.79
48. Point out problems in English language skills	3.92	1.07	3.68	1.05
49. Remediate problems in English language skills	3.74	1.12	3.40	1.11
50. Establish/maintain records of specific objectives	3.75	1.11	3.54	1.11
51. Establish and maintain student records	4.48	0.75	4.31	0.83
52. Incorporate test scores into grades, etc.	4.35	0.82	4.17	0.88
53. Analyze student achievement in class	4.14	0.89	3.93	0.94
54. Analyze test scores and evaluation information	4.12	0.88	3.85	0.97
55. Interpret results of standardized tests	2.95	1.20	2.81	1.11
V. NON-INSTRUCTIONAL RESPONSIBILITIES				
56. Administer and monitor standardized tests	2.50	1.16	2.34	1.11
57. Communicate school rules and procedures	3.59	1.12	3.51	1.13
58. Participate in conferences change information	3.93	0.94	3.70	1.01
59. Establish, communicate standards of social behavior	4.47	0.79	4.23	0.90
60. Communicate respect for diversity and equity	4.53	0.75	4.24	0.95
61. Support students' feelings of self-worth	4.66	0.58	4.39	0.76
62. Interact with students supportively, respectfully	4.49	0.76	4.26	0.82
63. Prepare reports or letters	3.45	1.08	3.41	1.07
64. Assign school-related class responsibilities	3.11	1.10	3.02	1.06
65. Escort and supervise assemblies, etc.	3.27	1.16	3.14	1.18

	FEMALE		MALE	
	N=1366		N=1472	
	Mean	S.D.	Mean	S.D.
66. Monitor student behavior outside classroom	3.21	1.16	3.13	1.18
67. Identify and refer physical, emotional problems	3.99	0.95	3.79	1.02
68. Report suspected negligence, abuse of students	4.15	1.00	3.97	1.06
69. Complete reports, maintain records of materials	3.49	1.13	3.48	1.12
70. Take inventory, store, distribute, collect books	3.37	1.13	3.37	1.14
71. Request additional materials and supplies	3.56	1.08	3.48	1.07
72. Assist in preparation of dept. budget requests	3.33	1.15	3.29	1.17
73. Assess comfort and safety of classroom, school	3.45	1.12	3.49	1.12
74. Assist in preventing vandalism	3.44	1.15	3.56	1.13
75. Report acts of vandalism, damaged school property	3.55	1.17	3.66	1.13
76. Keep informed of health-related information	3.56	1.09	3.39	1.09
77. Keep informed of school/district/state policies	3.76	1.06	3.57	1.06
VI. ADDITIONAL PROFESSIONAL ACTIVITIES				
78. Assume responsibility for money	2.90	1.27	2.82	1.24
79. Keep up with developments in education, specialty	4.19	0.88	4.08	0.92
80. Collaborate with colleagues on curriculum	4.17	0.88	4.01	0.93
81. Collaborate with colleagues on instruction	3.91	1.00	3.79	1.03
82. Serve on school or professional committees	3.34	1.09	3.21	1.07
83. Supervise or guide other adults in the classroom	2.82	1.17	2.69	1.11
84. Orient, observe, assist, counsel beginning teachers	3.16	1.38	3.10	1.34
85. Supervise extracurricular activities	3.04	1.14	3.18	1.15
86. Attend/participate in activities beyond school day	3.31	1.08	3.35	1.09
87. Participate in site-based management, shared decision-making activities	3.15	1.12	3.07	1.10

Mean Ratings of Importance for Newly Licensed Teacher's Job by Years of Experience

	1-2		3-5		5-10		11-15		16-20		20 +	
	N=38		N=144		N=310		N=516		N=704		N=1125	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
I. PLANNING AND PREPARING FOR INSTRUCTION												
1. Examine dept. curriculum, identify instruction objectives	3.92	1.00	4.09	0.97	3.95	1.01	3.99	1.00	3.97	1.05	3.96	1.02
2. Translate curriculum into specific objectives, specifications	3.72	1.23	4.01	0.99	3.88	1.05	3.94	1.01	3.94	1.08	3.95	1.02
3. Analyze objectives for content, media, methods	4.03	0.92	4.15	0.95	4.06	0.98	4.18	0.92	4.12	1.02	4.11	0.93
4. Determine knowledge and readiness of students	3.41	1.20	3.52	1.12	3.56	1.12	3.64	1.11	3.58	1.11	3.55	1.10
5. Review and select learning materials	3.67	1.26	4.04	0.93	3.99	0.99	3.94	1.01	3.87	1.06	3.84	1.05
6. Design alternative objectives and lessons	3.59	1.21	3.81	1.05	3.76	1.07	3.73	1.07	3.65	1.03	3.73	1.02
7. Prepare pre-instructional assessment techniques	3.43	0.98	3.31	1.21	3.36	1.14	3.29	1.12	3.26	1.13	3.28	1.11
8. Select a variety of teaching techniques	3.88	0.86	4.13	0.88	4.10	0.90	4.13	0.91	4.15	0.88	4.13	0.89
9. Design lessons that best utilize time	4.31	0.75	4.35	0.73	4.40	0.69	4.45	0.75	4.45	0.70	4.39	0.77
10. Plan for evaluation of student needs and progress	4.17	0.82	4.36	0.69	4.28	0.78	4.32	0.77	4.34	0.75	4.36	0.75
11. Prepare lesson plans specifying objectives, etc.	3.83	0.98	4.21	0.92	4.22	0.90	4.23	0.96	4.22	0.89	4.22	0.90
12. Obtain/prepare instructional aids	3.68	0.85	4.05	0.95	3.83	0.91	3.88	0.94	3.87	0.96	3.94	0.90
13. Prepare student materials for use in lessons	3.73	0.84	4.18	0.90	3.98	0.92	4.07	0.92	4.08	0.94	4.09	0.92
14. Prepare apparatus, machines, equipment	2.84	1.19	3.15	1.31	3.09	1.25	3.27	1.23	3.22	1.23	3.32	1.22
15. Prepare and maintain displays of student work	2.97	0.96	3.15	1.04	3.11	1.04	3.13	1.09	3.13	1.06	3.14	1.07
16. Prepare quizzes, tests, exercises	4.05	0.73	4.42	0.75	4.25	0.79	4.31	0.78	4.37	0.78	4.38	0.79
II. MANAGING STUDENT BEHAVIOR IN THE CLASSROOM												
17. Establish classroom rules and procedures	4.69	0.60	4.66	0.66	4.64	0.69	4.69	0.62	4.68	0.58	4.63	0.65
18. Ensure compliance with safety rules	4.30	1.02	4.26	1.12	4.21	1.13	4.20	1.11	4.18	1.11	4.12	1.15
19. Maintain order entering and leaving class	3.93	1.05	4.33	0.95	4.18	0.92	4.14	0.98	4.16	0.98	4.16	0.94
20. Monitor student in-class behavior	4.57	0.70	4.69	0.54	4.69	0.54	4.64	0.63	4.68	0.56	4.62	0.62
21. Monitor classroom activities, assign seats	4.24	0.76	4.46	0.73	4.41	0.76	4.33	0.85	4.34	0.76	4.26	0.87
22. Encourage, praise, support desired behavior	4.57	0.67	4.67	0.58	4.75	0.52	4.68	0.59	4.72	0.52	4.64	0.61
23. Correct, discourage, document, discipline misbehavior	4.43	0.70	4.51	0.73	4.44	0.76	4.37	0.83	4.38	0.80	4.34	0.85

	1-2		3-5		5-10		11-15		16-20		20 +	
	N=38		N=144		N=310		N=516		N=704		N=1125	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
24. Manage time to maintain on-task behavior	4.57	0.63	4.63	0.59	4.66	0.58	4.62	0.61	4.63	0.60	4.62	0.60
25. Maintain order in the fact of interruptions	4.48	0.67	4.35	0.84	4.41	0.74	4.31	0.86	4.32	0.80	4.33	0.82
26. Support activities aimed at correcting misbehavior	4.19	0.80	4.19	0.93	4.26	0.86	4.25	0.88	4.21	0.85	4.15	0.89
III. IMPLEMENTING INSTRUCTION												
27. Organize students to optimize performance in class	3.79	0.89	3.82	1.01	3.77	1.01	3.88	0.97	3.84	0.99	3.81	0.97
28. Give students overview of lessons, goals, topics	4.00	0.85	4.25	0.83	4.20	0.89	4.26	0.85	4.28	0.81	4.28	0.79
29. Monitor and adjust instruction to suit needs	4.05	0.94	4.34	0.82	4.36	0.73	4.34	0.80	4.39	0.73	4.33	0.77
30. Provide individual assistance to meet needs	4.41	0.67	4.40	0.78	4.35	0.78	4.34	0.83	4.32	0.79	4.30	0.78
31. Implement instruction for special needs students	4.00	0.89	3.93	0.98	3.98	0.93	3.95	1.02	3.86	0.98	3.88	0.94
32. Encourage higher order thinking skills	4.24	0.70	4.39	0.81	4.33	0.76	4.35	0.79	4.39	0.71	4.33	0.77
33. Facilitate learning, effort by interaction	4.19	0.83	4.44	0.69	4.43	0.76	4.39	0.74	4.43	0.70	4.39	0.74
34. Provide opportunities to apply learning	4.38	0.62	4.45	0.72	4.49	0.69	4.47	0.71	4.44	0.71	4.41	0.76
Use a variety of approaches, including:												
35. laboratory or "hands-on" instruction	4.15	0.80	4.18	0.91	4.13	0.95	4.07	0.95	4.08	0.96	4.01	1.03
36. presentations	3.76	0.73	4.21	0.85	4.06	0.93	4.06	0.88	4.17	0.80	4.11	0.86
37. group interaction techniques	3.59	0.89	3.73	1.05	3.76	1.05	3.73	1.00	3.74	0.97	3.63	1.00
38. audio-visual aids	3.45	0.99	3.72	1.07	3.69	1.03	3.66	0.96	3.65	0.95	3.68	0.93
39. educational technology	3.08	0.83	3.38	1.02	3.33	1.00	3.37	0.99	3.36	1.01	3.38	1.00
40. community resources	3.15	1.11	3.21	1.04	3.06	1.03	3.10	1.02	3.04	0.99	2.98	1.03
41. independent study	3.27	0.99	3.18	1.13	3.03	1.09	3.01	1.08	3.10	1.08	3.06	1.08
42. peer instruction	3.16	0.82	3.41	1.10	3.28	1.02	3.28	1.01	3.18	1.05	3.14	1.01
43. summarize content covered in each lesson	3.95	0.86	4.16	0.84	4.11	0.92	4.07	0.91	4.14	0.84	4.07	0.86
44. relate current lesson to previous, future ones	4.02	0.79	4.42	0.72	4.33	0.77	4.25	0.82	4.34	0.73	4.26	0.80

	1-2		3-5		5-10		11-15		16-20		20 +	
	N=38		N=144		N=310		N=516		N=704		N=1125	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
IV. EVALUATING STUDENT LEARNING, INSTR. EFFECTIVENESS												
45. Administer assignments, quizzes and tests	4.28	0.75	4.37	0.72	4.24	0.83	4.29	0.75	4.31	0.74	4.31	0.79
46. Assign, receive, correct, grade assignments	4.15	0.84	4.46	0.70	4.37	0.79	4.33	0.81	4.38	0.77	4.40	0.79
47. Score, grade, record, feedback on quizzes, tests	4.28	0.78	4.50	0.73	4.44	0.78	4.41	0.79	4.49	0.71	4.44	0.73
48. Point out problems in English language skills	3.74	0.97	3.82	1.09	3.76	1.01	3.79	1.15	3.81	1.04	3.78	1.05
49. Remediate problems in English language skills	3.49	0.91	3.58	1.10	3.60	1.14	3.61	1.16	3.57	1.10	3.53	1.14
50. Establish/maintain records of specific objectives	3.49	0.93	3.60	1.14	3.61	1.18	3.66	1.13	3.63	1.11	3.66	1.09
51. Establish and maintain student records	4.38	0.77	4.43	0.80	4.40	0.84	4.36	0.81	4.38	0.81	4.41	0.77
52. Incorporate test scores into grades, etc.	4.15	0.85	4.31	0.86	4.24	0.89	4.24	0.87	4.27	0.84	4.26	0.85
53. Analyze student achievement in class	3.90	0.80	4.06	0.87	3.97	0.95	4.04	0.96	4.05	0.90	4.03	0.93
54. Analyze test scores and evaluation information	3.93	0.86	4.08	0.87	3.99	0.95	4.00	0.95	3.97	0.92	3.97	0.94
55. Interpret results of standardized tests	2.69	1.12	2.87	1.16	2.91	1.22	2.93	1.21	2.84	1.11	2.87	1.13
V. NON-INSTRUCTIONAL RESPONSIBILITIES												
56. Administer and monitor standardized tests	2.61	1.33	2.36	1.16	2.43	1.21	2.44	1.14	2.40	1.13	2.42	1.13
57. Communicate school rules and procedures	3.41	1.07	3.73	1.16	3.56	1.12	3.61	1.17	3.55	1.09	3.49	1.14
58. Participate in conferences, exchange information	3.73	1.10	4.08	0.94	3.95	0.94	3.83	1.00	3.82	0.96	3.73	0.98
59. Establish, communicate standards of social behavior	4.47	0.75	4.53	0.73	4.40	0.84	4.37	0.87	4.38	0.83	4.27	0.88
60. Communicate respect for diversity and equity	4.46	0.74	4.55	0.81	4.42	0.80	4.42	0.91	4.44	0.82	4.30	0.90
61. Support students' feelings of self-worth	4.54	0.74	4.61	0.63	4.56	0.65	4.56	0.68	4.56	0.66	4.46	0.72
62. Interact with students supportively, respectfully	4.32	0.79	4.54	0.69	4.48	0.70	4.42	0.78	4.42	0.80	4.27	0.83
63. Prepare reports or letters	3.22	0.94	3.39	1.13	3.54	1.00	3.40	1.08	3.46	1.06	3.40	1.09
64. Assign school-related class responsibilities	2.97	0.87	3.09	1.25	3.11	1.08	3.05	1.08	3.05	1.09	3.06	1.06
65. Escort and supervise assemblies, etc.	3.22	1.19	3.32	1.26	3.17	1.23	3.23	1.19	3.21	1.16	3.18	1.16
66. Monitor student behavior outside classroom	3.05	0.96	3.12	1.19	3.06	1.19	3.15	1.22	3.21	1.16	3.19	1.16

	1-2		3-5		6-10		11-15		16-20		20 +	
	N=38		N=144		N=310		N=516		N=704		N=1125	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
67. Identify and refer physical, emotional problems	3.90	0.91	3.97	1.06	3.95	1.01	3.88	1.01	3.94	0.97	3.84	1.00
68. Report suspected negligence, abuse of students	4.13	0.98	4.21	1.04	4.22	0.97	4.06	1.05	4.07	1.02	3.98	1.05
69. Complete reports, maintain records of materials	3.53	1.06	3.52	1.17	3.52	1.08	3.45	1.13	3.48	1.10	3.49	1.16
70. Take inventory, store, distribute, collect books	3.27	1.10	3.40	1.20	3.32	1.07	3.31	1.13	3.37	1.14	3.41	1.15
71. Request additional materials and supplies	3.58	0.98	3.69	1.05	3.44	1.10	3.48	1.06	3.54	1.07	3.52	1.09
72. Assist in preparation of dept. budget requests	2.96	1.17	3.50	1.18	3.30	1.16	3.27	1.14	3.33	1.15	3.31	1.18
73. Assess comfort and safety of classroom, school	3.36	0.90	3.41	1.16	3.40	1.13	3.43	1.13	3.52	1.11	3.49	1.12
74. Assist in preventing vandalism	3.66	0.94	3.40	1.27	3.44	1.15	3.43	1.14	3.48	1.13	3.57	1.13
75. Report acts of vandalism, damaged school property	3.65	1.00	3.61	1.28	3.56	1.18	3.52	1.16	3.58	1.13	3.67	1.13
76. Keep informed of health-related information	3.27	1.12	3.61	1.20	3.51	1.10	3.47	1.11	3.49	1.06	3.45	1.09
77. Keep informed of school/district/state policies	3.40	1.22	3.69	1.14	3.70	1.04	3.69	1.08	3.66	1.02	3.66	1.08
78. Assume responsibility for money	2.91	1.03	3.22	1.30	2.97	1.32	2.83	1.23	2.87	1.23	2.79	1.25
VI. ADDITIONAL PROFESSIONAL ACTIVITIES												
79. Keep up with developments in education, specialty	3.97	0.67	4.24	0.91	4.14	0.88	4.13	0.92	4.14	0.94	4.12	0.90
80. Collaborate with colleagues on curriculum	4.05	0.65	4.17	0.93	4.14	0.89	4.12	0.90	4.07	0.95	4.07	0.90
81. Collaborate with colleagues on instruction	3.92	0.81	4.02	0.97	3.92	0.98	3.90	1.01	3.86	1.03	3.77	1.04
82. Serve on school or professional committees	2.89	1.05	3.22	1.15	3.24	1.13	3.22	1.13	3.31	1.05	3.29	1.07
83. Supervise or guide other adults in the classroom	2.78	1.35	2.82	1.13	2.82	1.25	2.84	1.17	2.72	1.10	2.70	1.12
84. Orient, observe, assist, counsel beginning teachers	3.71	1.38	2.93	1.28	2.97	1.41	3.11	1.37	3.20	1.32	3.12	1.37
85. Supervise extracurricular activities	2.97	1.28	3.18	1.29	3.19	1.18	3.13	1.16	3.07	1.14	3.11	1.10
86. Attend/participate in activities beyond school day	3.46	1.21	3.55	1.13	3.34	1.14	3.34	1.10	3.33	1.06	3.30	1.08
87. Participate in site-based management, shared decision-making activities	3.31	1.04	3.16	1.16	3.15	1.09	3.12	1.13	3.12	1.09	3.08	1.11

Mean Ratings of Importance for Newly Licensed Teacher's Job by Teaching Assignment

		SPEC ED		ARTS		LANGUAGE		MATH		SCIENCE		SOC SCI		HOME EC		BUS/VOC		HLTH/PE	
		N=171		N=151		N=546		N=516		N=366		N=374		N=80		N=288		N=120	
		Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
I.	**PLANNING AND PREPARING FOR INSTRUCTION**																		
1.	Examine dept. curriculum, identify instruction objectives	4.06	0.90	4.06	0.94	4.14	0.97	3.63	1.06	3.87	1.09	3.86	1.06	4.31	0.82	3.98	0.98	4.03	1.03
2.	Translate curriculum into specific objectives, specifications	4.17	0.85	3.95	0.98	4.06	1.03	3.79	1.07	3.88	1.05	3.89	1.04	4.23	0.85	3.93	1.00	3.67	1.11
3.	Analyze objectives for content, media, methods	4.19	0.83	4.08	0.97	4.20	0.98	3.99	0.99	4.14	0.95	4.12	0.94	4.46	0.76	4.12	0.93	4.00	1.03
4.	Determine knowledge and readiness of students	4.43	0.76	3.61	1.21	3.60	1.10	3.49	1.06	3.34	1.13	3.47	1.05	3.80	1.13	3.45	1.12	3.50	1.16
5.	Review and select learning materials	4.21	0.84	4.14	0.98	3.90	1.09	3.66	1.08	3.89	1.03	3.84	1.09	4.06	1.03	3.94	0.89	3.89	0.99
6.	Design alternative objectives and lessons	4.41	0.75	3.85	1.00	3.79	1.02	3.52	1.08	3.52	1.11	3.56	1.01	3.79	0.98	3.74	0.95	3.77	0.92
7.	Prepare pre-instructional assessment techniques	4.02	0.99	3.41	1.16	3.40	1.10	3.14	1.09	3.01	1.14	3.17	1.13	3.46	0.95	3.18	1.12	3.38	1.02
8.	Select a variety of teaching techniques	4.10	0.91	3.98	1.03	4.28	0.86	3.90	0.91	4.25	0.82	4.19	0.85	4.51	0.74	4.05	0.87	3.94	0.94
9.	Design lessons that best utilize time	4.31	0.74	4.50	0.78	4.49	0.71	4.39	0.76	4.42	0.69	4.41	0.74	4.60	0.64	4.38	0.73	4.33	0.72
10.	Plan for evaluation of student needs and progress	4.22	0.79	4.07	0.96	4.42	0.74	4.38	0.70	4.36	0.71	4.37	0.72	4.36	0.81	4.34	0.75	4.20	0.73
11.	Prepare lesson plans specifying objectives, etc.	4.17	0.87	4.13	0.96	4.30	0.92	4.21	0.93	4.05	1.02	4.34	0.82	4.49	0.73	4.21	0.88	4.22	0.83
12.	Obtain/prepare instructional aids	3.83	0.93	3.61	1.03	3.93	0.96	3.79	0.96	4.01	0.84	3.97	0.91	4.17	0.79	4.05	0.79	3.84	0.90
13.	Prepare student materials for use in lessons	4.01	0.98	3.90	1.03	4.21	0.91	3.88	0.96	4.14	0.83	4.06	0.93	4.44	0.76	4.18	0.83	3.97	0.93
14.	Prepare apparatus, machines, equipment	2.90	1.07	3.44	1.26	2.79	1.19	2.88	1.18	3.71	1.10	2.92	1.20	3.67	1.14	3.95	1.03	3.91	1.14
15.	Prepare and maintain displays of student work	3.20	1.02	3.41	1.17	3.26	1.03	2.80	1.02	3.03	1.10	3.08	1.07	3.63	0.92	3.21	1.00	3.38	1.06
16.	Prepare quizzes, tests, exercises	4.27	0.79	3.81	1.09	4.49	0.69	4.42	0.71	4.33	0.75	4.47	0.72	4.26	0.60	4.29	0.77	4.21	0.90
II.	**MANAGING STUDENT BEHAVIOR IN THE CLASSROOM**																		
17.	Establish classroom rules and procedures	4.67	0.60	4.75	0.56	4.66	0.66	4.65	0.62	4.66	0.65	4.63	0.69	4.65	0.71	4.61	0.61	4.70	0.57
18.	Ensure compliance with safety rules	4.01	1.12	4.47	0.87	3.74	1.32	3.94	1.21	4.66	0.70	3.77	1.25	4.67	0.61	4.53	0.60	4.61	0.73
19.	Maintain order entering and leaving class	4.16	0.95	4.24	0.90	4.12	1.00	4.13	0.92	4.17	0.94	4.09	0.99	4.16	0.98	4.21	0.97	4.35	0.91
20.	Monitor student in-class behavior	4.61	0.64	4.68	0.62	4.69	0.59	4.67	0.56	4.66	0.53	4.57	0.68	4.60	0.66	4.67	0.59	4.62	0.65
21.	Monitor classroom activities, assign seats	4.37	0.73	4.22	0.94	4.37	0.81	4.36	0.75	4.26	0.81	4.24	0.89	4.37	0.81	4.26	0.89	4.30	0.79
22.	Encourage, praise, support desired behavior	4.83	0.37	4.77	0.55	4.74	0.54	4.64	0.57	4.58	0.60	4.64	0.59	4.66	0.67	4.65	0.60	4.65	0.60
23.	Correct, discourage, document, discipline misbehavior	4.40	0.77	4.37	0.85	4.35	0.86	4.41	0.75	4.35	0.76	4.30	0.88	4.41	0.83	4.39	0.79	4.52	0.75
24.	Manage time to maintain on-task behavior	4.60	0.58	4.70	0.60	4.69	0.55	4.65	0.58	4.61	0.57	4.54	0.68	4.63	0.62	4.61	0.61	4.67	0.58

		SPEC ED		ARTS		LANGUAGE		MATH		SCIENCE		SOC SCI		HOME EC		BUS/VOC		HLTH/PE	
		N=171		N=151		N=546		N=516		N=356		N=374		N=80		N=288		N=120	
		Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
25.	Maintain order in the fact of interruptions	4.31	0.78	4.39	0.88	4.37	0.84	4.38	0.77	4.32	0.76	4.30	0.89	4.30	0.84	4.30	0.81	4.28	0.80
26.	Support activities aimed at correcting misbehavior	4.25	0.81	4.16	0.91	4.17	0.90	4.25	0.81	4.13	0.90	4.17	0.91	4.30	0.81	4.17	0.90	4.25	0.88
III.	**IMPLEMENTING INSTRUCTION**																		
27.	Organize students to optimize performance in class	4.12	0.84	3.80	1.02	3.99	0.97	3.54	0.99	3.70	0.97	3.79	1.01	4.15	0.88	3.66	0.96	4.08	0.89
28.	Give students overview of lessons, goals, topics	4.27	0.85	4.28	0.84	4.41	0.77	4.13	0.88	4.18	0.83	4.37	0.77	4.43	0.77	4.21	0.82	4.16	0.81
29.	Monitor and adjust instruction to suit needs	4.70	0.54	4.44	0.78	4.43	0.73	4.33	0.78	4.20	0.77	4.21	0.85	4.32	0.76	4.32	0.76	4.31	0.73
30.	Provide individual assistance to meet needs	4.75	0.51	4.47	0.78	4.29	0.81	4.40	0.74	4.13	0.84	4.08	0.88	4.33	0.69	4.50	0.66	4.22	0.78
31.	Implement instruction for special needs students	4.75	0.52	3.95	1.01	3.89	0.98	3.70	0.94	3.71	1.00	3.80	0.93	4.09	0.87	4.00	0.95	3.96	0.95
32.	Encourage higher order thinking skills	4.25	0.78	4.37	0.79	4.41	0.78	4.43	0.72	4.39	0.74	4.32	0.78	4.33	0.70	4.31	0.73	4.05	0.82
33.	Facilitate learning, effort by interaction	4.44	0.68	4.24	0.85	4.53	0.66	4.46	0.69	4.37	0.73	4.41	0.70	4.24	0.85	4.33	0.76	4.14	0.87
34.	Provide opportunities to apply learning	4.52	0.63	4.68	0.62	4.59	0.64	4.27	0.79	4.30	0.75	4.25	0.60	4.68	0.52	4.61	0.62	4.43	0.73
	Use a variety of approaches, including:																		
35.	laboratory or "hands-on" instruction	4.03	0.88	4.65	0.60	3.92	1.00	3.59	1.04	4.48	0.68	3.47	1.03	4.65	0.57	4.62	0.68	4.36	0.73
36.	presentations	3.76	0.91	3.92	1.03	4.02	0.89	4.13	0.81	4.20	0.83	4.15	0.79	4.41	0.67	4.31	0.76	4.09	0.79
37.	group interaction techniques	3.79	0.92	3.80	1.13	3.96	0.94	3.42	1.00	3.51	1.01	3.84	0.95	4.22	0.80	3.45	1.02	3.79	1.02
38.	audio-visual aids	3.66	0.95	3.29	1.15	3.67	0.96	3.46	1.00	3.81	0.92	3.84	0.84	4.16	0.79	3.68	0.94	3.66	0.89
39.	educational technology	3.48	0.88	3.19	1.08	3.31	0.99	3.14	1.06	3.41	0.93	3.46	0.97	3.75	0.86	3.56	1.00	3.33	0.95
40.	community resources	3.25	0.95	3.40	1.01	2.94	0.96	2.68	0.98	2.95	0.97	3.15	1.01	3.74	0.97	3.39	0.94	3.18	1.10
41.	independent study	3.28	0.97	3.53	1.18	3.01	1.10	2.84	1.09	3.02	1.05	3.01	1.04	3.34	1.05	3.19	1.03	2.89	0.98
42.	peer instruction	3.47	0.99	3.32	1.07	3.28	1.01	3.23	0.98	3.14	1.03	2.97	1.02	3.37	1.10	3.11	1.00	3.21	1.03
43.	summarize content covered in each lesson	4.10	0.87	3.65	1.07	4.12	0.88	4.16	0.86	4.11	0.83	4.18	0.82	4.21	0.83	4.05	0.81	4.04	0.81
44.	relate current lesson to previous, future ones	4.15	0.79	4.21	0.89	4.41	0.72	4.30	0.76	4.25	0.79	4.40	0.72	4.33	0.80	4.20	0.76	4.10	0.87
IV.	**EVALUATING STUDENT LEARNING, INSTR. EFFECTIVENESS**																		
45.	Administer assignments, quizzes and tests	4.18	0.79	3.68	1.08	4.41	0.70	4.48	0.64	4.30	0.73	4.32	0.72	4.26	0.80	4.26	0.79	4.11	0.84
46.	Assign, receive, correct, grade assignments	4.20	0.89	3.93	1.05	4.54	0.69	4.41	0.77	4.38	0.74	4.43	0.70	4.47	0.67	4.38	0.79	4.11	0.86
47.	Score, grade, record, feedback on quizzes, tests	4.29	0.85	3.90	1.04	4.58	0.62	4.60	0.61	4.44	0.72	4.45	0.71	4.52	0.68	4.43	0.77	4.08	0.97

		SPEC ED		ARTS		LANGUAGE		MATH		SCIENCE		SOC SCI		HOME EC		BUS/VOC		HLTH/PE	
		N=171		N=151		N=546		N=516		N=366		N=374		N=60		N=268		N=120	
		Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
48.	Point out problems in English language skills	4.08	0.93	3.36	1.16	4.28	0.93	3.30	1.15	3.67	1.06	3.94	0.87	3.79	1.00	3.78	0.94	3.53	1.12
49.	Remediate problems in English language skills	4.17	0.90	3.08	1.12	4.14	1.00	3.01	1.15	3.27	1.09	3.60	1.02	3.43	0.97	3.50	1.06	3.30	1.11
50.	Establish/maintain records of specific objectives	4.34	0.81	3.35	1.19	3.73	1.07	3.43	1.19	3.36	1.13	3.58	1.14	3.65	1.04	3.82	0.99	3.63	1.06
51.	Establish and maintain student records	4.30	0.82	4.02	0.97	4.45	0.76	4.46	0.73	4.40	0.80	4.39	0.80	4.47	0.75	4.44	0.78	4.28	0.85
52.	Incorporate test scores into grades, etc.	4.23	0.81	3.82	1.08	4.30	0.85	4.33	0.81	4.28	0.84	4.27	0.84	4.35	0.76	4.28	0.83	4.19	0.76
53.	Analyze student achievement in class	4.32	0.80	3.77	1.06	4.15	0.90	4.06	0.92	3.82	1.00	3.97	0.91	4.16	0.88	4.01	0.89	4.07	0.88
54.	Analyze test scores and evaluation information	4.22	0.80	3.56	1.07	4.09	0.88	4.07	0.93	3.83	0.96	3.93	0.94	4.05	0.95	4.00	0.89	3.86	0.99
55.	Interpret results of standardized tests	3.50	1.18	2.68	1.19	2.81	1.21	2.78	1.06	2.68	1.09	2.90	1.16	2.67	1.27	2.72	1.09	3.19	1.00
V.	**NON-INSTRUCTIONAL RESPONSIBILITIES**																		
56.	Administer and monitor standardized tests	2.95	1.15	2.35	1.21	2.31	1.14	2.39	1.11	2.33	1.10	2.38	1.21	2.38	1.17	2.37	1.08	2.69	1.05
57.	Communicate school rules and procedures	3.70	1.06	3.49	1.12	3.41	1.21	3.54	1.11	3.43	1.09	3.58	1.15	3.71	1.12	3.60	1.12	3.81	1.02
58.	Participate in conferences change information	4.33	0.78	3.88	0.98	3.79	1.01	3.79	0.95	3.67	1.02	3.83	0.94	3.90	0.91	3.69	0.95	3.77	1.01
59.	Establish, communicate standards of social behavior	4.44	0.79	4.34	0.91	4.41	0.83	4.31	0.84	4.30	0.90	4.33	0.88	4.60	0.71	4.28	0.90	4.30	0.90
60.	Communicate respect for diversity and equity	4.39	0.84	4.42	0.83	4.54	0.73	4.25	0.93	4.34	0.87	4.50	0.81	4.60	0.69	4.24	0.97	4.30	0.87
61.	Support students' feelings of self-worth	4.65	0.60	4.70	0.58	4.60	0.64	4.41	0.74	4.45	0.71	4.50	0.68	4.67	0.63	4.47	0.73	4.59	0.66
62.	Interact with students supportively, respectfully	4.51	0.73	4.47	0.76	4.43	0.80	4.26	0.82	4.34	0.76	4.36	0.80	4.59	0.76	4.35	0.78	4.34	0.82
63.	Prepare reports or letters	3.48	1.07	3.45	1.02	3.41	1.14	3.37	1.08	3.50	0.97	3.50	1.09	3.40	1.02	3.31	1.08	3.31	1.04
64.	Assign school-related class responsibilities	3.18	1.09	3.44	1.02	3.03	1.11	2.81	0.98	2.95	1.06	2.97	1.11	3.51	1.05	3.26	1.09	3.16	1.00
65.	Escort and supervise assemblies, etc.	3.18	1.17	3.53	1.18	3.06	1.19	3.11	1.18	3.10	1.20	3.13	1.17	3.67	1.05	3.41	1.09	3.41	1.17
66.	Monitor student behavior outside classroom	3.18	1.17	3.10	1.18	3.03	1.20	3.19	1.17	3.10	1.11	3.10	1.22	3.41	1.19	3.33	1.13	3.53	1.13
67.	Identify and refer physical, emotional problems	4.41	0.79	3.80	1.07	3.92	1.00	3.62	0.99	3.76	0.97	3.86	1.00	4.06	1.00	3.76	1.04	4.01	0.93
68.	Report suspected negligence, abuse of students	4.35	0.90	4.05	1.06	4.05	1.09	4.01	0.99	3.99	1.02	4.04	1.06	4.25	0.98	3.99	1.06	4.14	1.00
69.	Complete reports, maintain records of materials	3.16	1.19	3.71	0.98	3.34	1.18	3.49	1.11	3.57	1.12	3.36	1.18	3.79	1.01	3.64	1.14	3.70	1.02
70.	Take inventory, store, distribute, collect books	2.99	1.10	3.70	1.09	3.19	1.15	3.29	1.12	3.52	1.09	3.19	1.16	3.79	1.06	3.66	1.10	3.62	1.02
71.	Request additional materials and supplies	3.38	1.10	4.01	0.87	3.35	1.15	3.40	1.06	3.67	1.04	3.32	1.10	3.87	0.99	3.76	1.07	3.57	1.00
72.	Assist in preparation of dept. budget requests	3.19	1.15	3.94	1.06	3.07	1.17	3.07	1.14	3.39	1.16	3.15	1.14	3.96	1.00	3.66	1.09	3.41	1.04

	SPEC ED		ARTS		LANGUAGE		MATH		SCIENCE		SOC SCI		HOME EC		BUS/VOC		HLTH/PE	
	N=171		N=151		N=546		N=516		N=366		N=374		N=80		N=288		N=120	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
73. Assess comfort and safety of classroom, school	3.24	1.13	3.67	1.07	3.34	1.20	3.35	1.07	3.57	1.07	3.32	1.14	3.69	1.02	3.71	1.08	3.76	1.02
74. Assist in preventing vandalism	3.18	1.19	3.58	1.14	3.32	1.17	3.46	1.09	3.53	1.13	3.62	1.20	3.96	0.93	3.71	1.10	3.88	1.07
75. Report acts of vandalism, damaged school property	3.28	1.28	3.70	1.14	3.40	1.20	3.59	1.09	3.63	1.13	3.59	1.18	3.98	1.02	3.85	1.10	3.98	0.96
76. Keep informed of health-related information	3.73	1.05	3.33	1.14	3.40	1.12	3.34	1.07	3.49	1.03	3.40	1.11	4.09	0.98	3.40	1.11	3.96	0.98
77. Keep informed of school/district/state policies	3.65	1.01	3.62	1.07	3.66	1.10	3.63	1.06	3.64	1.02	3.61	1.06	3.99	1.09	3.62	1.06	3.79	1.03
78. Assume responsibility for money	2.83	1.19	3.34	1.25	2.69	1.22	2.72	1.24	2.66	1.22	2.73	1.25	3.58	1.22	3.19	1.19	3.13	1.22
VI. ADDITIONAL PROFESSIONAL ACTIVITIES																		
79. Keep up with developments in education, specialty	4.05	0.90	4.20	0.88	4.17	0.92	4.05	0.93	4.14	0.89	4.03	0.97	4.41	0.81	4.23	0.85	4.18	0.86
80. Collaborate with colleagues on curriculum	4.08	0.87	4.06	0.93	4.17	0.90	4.14	0.86	4.02	0.95	3.95	1.01	4.15	0.89	4.11	0.89	4.11	0.85
81. Collaborate with colleagues on instruction	3.90	0.94	3.84	1.04	3.94	1.00	3.90	0.97	3.76	1.05	3.71	1.10	3.92	0.98	3.77	1.03	3.94	0.92
82. Serve on school or professional committees	3.30	0.97	3.37	1.09	3.28	1.09	3.18	1.09	3.18	1.16	3.21	1.10	3.63	1.01	3.41	1.00	3.37	1.02
83. Supervise or guide other adults in the classroom	3.31	1.19	2.98	1.11	2.66	1.17	2.51	1.01	2.65	1.12	2.61	1.12	2.66	1.19	2.75	1.12	2.90	1.04
84. Orient, observe, assist, counsel beginning teachers	3.03	1.30	3.23	1.31	3.17	1.37	3.12	1.36	2.99	1.40	3.08	1.43	3.06	1.62	3.33	1.26	3.13	1.24
85. Supervise extracurricular activities	2.77	1.19	3.60	1.12	3.08	1.13	2.93	1.14	2.92	1.16	3.15	1.10	3.59	1.08	3.29	1.07	3.63	1.06
86. Attend/participate in activities beyond school day	3.19	1.00	3.64	1.14	3.28	1.08	3.21	1.09	3.18	1.18	3.44	1.09	3.64	1.10	3.41	1.02	3.71	0.97
87. Participate in site-based management, shared decision-making activities	3.20	1.11	3.03	1.12	3.19	1.13	2.97	1.05	3.03	1.12	3.10	1.17	3.39	1.04	3.13	1.06	3.27	1.06

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Mean Ratings of Importance for Newly Licensed Teacher's Job by School Setting

	URBAN		SUBURBAN		RURAL	
	N=712		N=1012		N=1068	
	Mean	S.D.	Mean	S.D.	Mean	S.D.
I. PLANNING AND PREPARING FOR INSTRUCTION						
1. Examine dept. curriculum, identify instruction objectives	4.03	1.02	3.97	1.02	3.94	1.02
2. Translate curriculum into specific objectives, specifications	4.00	1.04	3.93	1.02	3.89	1.05
3. Analyze objectives for content, media, methods	4.17	0.95	4.10	0.96	4.11	0.97
4. Determine knowledge and readiness of students	3.67	1.12	3.49	1.10	3.58	1.09
5. Review and select learning materials	3.97	1.03	3.76	1.10	3.95	0.98
6. Design alternative objectives and lessons	3.81	1.02	3.62	1.06	3.73	1.03
7. Prepare pre-instructional assessment techniques	3.39	1.13	3.16	1.12	3.34	1.12
8. Select a variety of teaching techniques	4.21	0.88	4.07	0.92	4.12	0.87
9. Design lessons that best utilize time	4.46	0.74	4.39	0.78	4.41	0.71
10. Plan for evaluation of student needs and progress	4.39	0.74	4.29	0.78	4.35	0.73
11. Prepare lesson plans specifying objectives, etc.	4.29	0.87	4.15	0.97	4.23	0.88
12. Obtain/prepare instructional aids	3.96	0.95	3.84	0.94	3.92	0.90
13. Prepare student materials for use in lessons	4.13	0.94	4.04	0.94	4.06	0.90
14. Prepare apparatus, machines, equipment	3.31	1.25	3.15	1.25	3.30	1.20
15. Prepare and maintain displays of student work	3.22	1.08	3.03	1.08	3.15	1.03
16. Prepare quizzes, tests, exercises	4.41	0.76	4.33	0.83	4.32	0.75
II. MANAGING STUDENT BEHAVIOR IN THE CLASSROOM						
17. Establish classroom rules and procedures	4.67	0.65	4.62	0.66	4.68	0.59
18. Ensure compliance with safety rules	4.16	1.15	4.10	1.15	4.25	1.08
19. Maintain order entering and leaving class	4.20	0.94	4.08	1.00	4.21	0.92
20. Monitor student in-class behavior	4.68	0.58	4.63	0.60	4.65	0.60
21. Monitor classroom activities, assign seats	4.34	0.81	4.30	0.84	4.31	0.81
22. Encourage, praise, support desired behavior	4.72	0.53	4.65	0.59	4.68	0.58
23. Correct, discourage, document, discipline misbehavior	4.41	0.82	4.33	0.83	4.39	0.80
24. Manage time to maintain on-task behavior	4.66	0.59	4.61	0.62	4.62	0.59
25. Maintain order in the fact of interruptions	4.39	0.79	4.28	0.83	4.36	0.80
26. Support activities aimed at correcting misbehavior	4.26	0.85	4.13	0.92	4.22	0.84
III. IMPLEMENTING INSTRUCTION						
27. Organize students to optimize performance in class	3.89	0.97	3.76	1.01	3.83	0.95
28. Give students overview of lessons, goals, topics	4.36	0.76	4.25	0.83	4.21	0.84
29. Monitor and adjust instruction to suit needs	4.40	0.73	4.32	0.78	4.33	0.78
30. Provide individual assistance to meet needs	4.35	0.78	4.28	0.82	4.34	0.77
31. Implement instruction for special needs students	3.99	0.93	3.80	0.99	3.95	0.95
32. Encourage higher order thinking skills	4.35	0.77	4.31	0.77	4.39	0.74

BEST COPY AVAILABLE

	URBAN		SUBURBAN		RURAL	
	N=712		N=1012		N=1068	
	Mean	S.D.	Mean	S.D.	Mean	S.D.
33. Facilitate learning, effort by interaction	4.46	0.70	4.37	0.74	4.39	0.73
34. Provide opportunities to apply learning	4.45	0.71	4.41	0.76	4.45	0.71
Use a variety of approaches, including:						
35. laboratory or "hands-on" instruction	4.03	0.99	3.99	1.00	4.14	0.95
36. presentations	4.17	0.83	4.07	0.90	4.12	0.82
37. group interaction techniques	3.74	0.99	3.65	1.03	3.69	0.98
38. audio-visual aids	3.75	0.94	3.64	0.99	3.65	0.94
39. educational technology	3.40	0.98	3.32	1.05	3.37	0.96
40. community resources	3.12	1.03	2.91	1.03	3.10	1.01
41. independent study	3.18	1.09	2.96	1.08	3.08	1.06
42. peer instruction	3.27	1.04	3.16	1.03	3.19	1.02
43. summarize content covered in each lesson	4.13	0.80	4.11	0.86	4.06	0.92
44. relate current lesson to previous, future ones	4.34	0.74	4.30	0.77	4.25	0.82
IV. EVALUATING STUDENT LEARNING, INSTR. EFFECTIVENESS						
45. Administer assignments, quizzes and tests	4.32	0.77	4.31	0.76	4.28	0.78
46. Assign, receive, correct, grade assignments	4.45	0.75	4.36	0.80	4.34	0.79
47. Score, grade, record, feedback on quizzes, tests	4.50	0.74	4.45	0.75	4.43	0.74
48. Point out problems in English language skills	3.82	1.07	3.77	1.09	3.80	1.04
49. Remediate problems in English language skills	3.61	1.12	3.54	1.16	3.56	1.10
50. Establish/maintain records of specific objectives	3.79	1.09	3.57	1.13	3.60	1.11
51. Establish and maintain student records	4.46	0.77	4.38	0.81	4.36	0.80
52. Incorporate test scores into grades, etc.	4.31	0.87	4.25	0.86	4.23	0.83
53. Analyze student achievement in class	4.13	0.89	4.00	0.94	4.00	0.92
54. Analyze test scores and evaluation information	4.05	0.93	3.96	0.94	3.96	0.93
55. Interpret results of standardized tests	2.92	1.16	2.76	1.14	2.93	1.14
V. NON-INSTRUCTIONAL RESPONSIBILITIES						
56. Administer and monitor standardized tests	2.58	1.16	2.27	1.08	2.45	1.16
57. Communicate school rules and procedures	3.66	1.08	3.46	1.16	3.54	1.14
58. Participate in conferences, exchange information	3.86	0.98	3.78	0.97	3.81	0.99
59. Establish, communicate standards of social behavior	4.36	0.86	4.32	0.87	4.37	0.84
60. Communicate respect for diversity and equity	4.44	0.83	4.36	0.89	4.38	0.86
61. Support students' feelings of self-worth	4.55	0.65	4.49	0.72	4.53	0.69
62. Interact with students supportively, respectfully	4.42	0.76	4.31	0.85	4.40	0.76
63. Prepare reports or letters	3.47	1.07	3.38	1.09	3.45	1.05
64. Assign school-related class responsibilities	3.12	1.08	2.97	1.09	3.10	1.06
65. Escort and supervise assemblies, etc.	3.31	1.17	3.04	1.18	3.27	1.15

	URBAN		SUBURBAN		RURAL	
	N=712		N=1012		N=1068	
	Mean	S.D.	Mean	S.D.	Mean	S.D.
66. Monitor student behavior outside classroom	3.27	1.18	3.01	1.16	3.24	1.17
67. Identify and refer physical, emotional problems	3.94	1.01	3.84	1.02	3.91	0.96
68. Report suspected negligence, abuse of students	4.08	1.05	4.02	1.05	4.08	1.02
69. Complete reports, maintain records of materials	3.57	1.14	3.38	1.16	3.52	1.09
70. Take inventory, store, distribute, collect books	3.46	1.13	3.26	1.15	3.41	1.12
71. Request additional materials and supplies	3.55	1.09	3.41	1.09	3.61	1.04
72. Assist in preparation of dept. budget requests	3.22	1.20	3.26	1.17	3.41	1.13
73. Assess comfort and safety of classroom, school	3.49	1.14	3.40	1.14	3.52	1.08
74. Assist in preventing vandalism	3.45	1.17	3.42	1.15	3.61	1.11
75. Report acts of vandalism, damaged school property	3.60	1.14	3.51	1.17	3.70	1.13
76. Keep informed of health-related information	3.47	1.11	3.42	1.10	3.53	1.08
77. Keep informed of school/district/state policies	3.69	1.10	3.58	1.08	3.73	1.02
78. Assume responsibility for money	2.92	1.30	2.75	1.21	2.93	1.25
VI. ADDITIONAL PROFESSIONAL ACTIVITIES						
79. Keep up with developments in education, specialty	4.20	0.89	4.08	0.96	4.14	0.87
80. Collaborate with colleagues on curriculum	4.13	0.88	4.08	0.92	4.06	0.91
81. Collaborate with colleagues on instruction	3.88	0.99	3.85	1.03	3.84	1.01
82. Serve on school or professional committees	3.35	1.09	3.19	1.08	3.30	1.08
83. Supervise or guide other adults in the classroom	2.88	1.19	2.61	1.08	2.77	1.15
84. Orient, observe, assist, counsel beginning teachers	3.17	1.35	3.02	1.38	3.16	1.34
85. Supervise extracurricular activities	3.06	1.18	3.08	1.11	3.17	1.15
86. Attend/participate in activities beyond school day	3.30	1.09	3.24	1.10	3.43	1.07
87. Participate in site-based management, shared decision-making activities	3.14	1.11	3.01	1.13	3.17	1.08

Mean Ratings of Importance for Newly Licensed Teacher's Job by Class Size

	1-9		10-14		15-19		20-24		25-29		30-34		35 +	
	N=121		N=195		N=470		N=775		N=822		N=277		N=110	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
PLANNING AND PREPARING FOR INSTRUCTION														
1. Examine dept. curriculum, identify instruction objectives	4.17	0.85	3.95	0.98	4.01	0.98	3.89	1.07	3.99	1.02	4.01	0.98	3.99	1.07
2. Translate curriculum into specific objectives, specifications	4.18	0.83	3.96	0.96	3.88	1.05	3.91	1.02	3.96	1.08	3.96	1.02	3.90	1.07
3. Analyze objectives for content, media, methods	4.23	0.80	4.14	0.89	4.15	0.97	4.08	0.98	4.14	0.97	4.14	0.93	4.07	1.06
4. Determine knowledge and readiness of students	4.30	0.84	3.90	0.98	3.48	1.11	3.50	1.08	3.51	1.09	3.52	1.13	3.60	1.29
5. Review and select learning materials	4.23	0.83	3.97	0.93	3.85	1.05	3.81	1.06	3.86	1.05	3.92	1.13	4.13	0.94
6. Design alternative objectives and lessons	4.33	0.78	4.03	0.98	3.65	1.05	3.59	1.05	3.69	1.02	3.73	1.04	3.89	1.07
7. Prepare pre-instructional assessment techniques	3.93	1.04	3.64	1.09	3.19	1.13	3.15	1.13	3.32	1.08	3.27	1.15	3.33	1.11
8. Select a variety of teaching techniques	4.03	0.95	4.06	0.87	4.11	0.92	4.14	0.89	4.18	0.86	4.17	0.87	3.91	0.99
9. Design lessons that best utilize time	4.28	0.77	4.35	0.73	4.39	0.77	4.38	0.78	4.48	0.69	4.47	0.71	4.45	0.72
10. Plan for evaluation of student needs and progress	4.20	0.78	4.32	0.78	4.29	0.75	4.34	0.75	4.40	0.73	4.37	0.72	4.18	0.86
11. Prepare lesson plans specifying objectives, etc.	4.13	0.89	4.19	0.86	4.19	0.90	4.17	0.96	4.30	0.89	4.27	0.87	4.01	0.99
12. Obtain/prepare instructional aids	3.85	0.90	3.83	0.95	3.94	0.89	3.90	0.93	3.93	0.92	3.95	0.91	3.61	0.95
13. Prepare student materials for use in lessons	4.02	0.97	4.02	0.94	4.08	0.88	4.06	0.96	4.12	0.91	4.11	0.88	3.94	1.06
14. Prepare apparatus, machines, equipment	2.94	1.10	3.38	1.19	3.37	1.25	3.16	1.24	3.22	1.22	3.21	1.29	3.39	1.20
15. Prepare and maintain displays of student work	3.13	1.02	3.23	1.03	3.07	1.06	3.13	1.07	3.14	1.05	3.12	1.13	3.08	1.05
16. Prepare quizzes, tests, exercises	4.16	0.86	4.27	0.80	4.31	0.75	4.40	0.78	4.40	0.78	4.37	0.77	4.09	0.99
I. **MANAGING STUDENT BEHAVIOR IN THE CLASSROOM**														
17. Establish classroom rules and procedures	4.66	0.61	4.57	0.68	4.68	0.58	4.62	0.69	4.68	0.58	4.66	0.69	4.65	0.64
18. Ensure compliance with safety rules	3.98	1.13	4.34	0.99	4.22	1.12	4.13	1.15	4.14	1.15	4.16	1.13	4.31	1.04
19. Maintain order entering and leaving class	4.17	0.94	4.16	0.95	4.09	1.01	4.15	0.94	4.22	0.92	4.07	1.06	4.19	0.95
20. Monitor student in-class behavior	4.60	0.64	4.60	0.68	4.62	0.61	4.66	0.58	4.69	0.56	4.64	0.63	4.56	0.71
21. Monitor classroom activities, assign seats	4.39	0.66	4.21	0.94	4.23	0.88	4.31	0.80	4.39	0.75	4.31	0.88	4.16	1.04
22. Encourage, praise, support desired behavior	4.81	0.41	4.72	0.54	4.66	0.60	4.64	0.60	4.70	0.54	4.65	0.59	4.70	0.63

BEST COPY AVAILABLE

	1-9		10-14		15-19		20-24		25-29		30-34		35 +	
	N=121		N=195		N=470		N=775		N=822		N=277		N=110	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
23. Correct, discourage, document, discipline misbehavior	4.38	0.83	4.36	0.82	4.32	0.83	4.36	0.82	4.45	0.76	4.34	0.86	4.30	0.92
24. Manage time to maintain on-task behavior	4.58	0.57	4.54	0.63	4.61	0.69	4.62	0.62	4.65	0.57	4.62	0.64	4.71	0.60
25. Maintain order in the fact of interruptions	4.20	0.83	4.25	0.87	4.31	0.82	4.31	0.85	4.39	0.76	4.35	0.81	4.41	0.86
26. Support activities aimed at correcting misbehavior	4.21	0.81	4.17	0.92	4.18	0.85	4.15	0.90	4.23	0.84	4.22	0.89	4.18	0.98
III. IMPLEMENTING INSTRUCTION														
27. Organize students to optimize performance in class	3.99	0.95	3.91	0.91	3.78	1.00	3.76	0.90	3.86	0.95	3.77	1.02	3.92	1.07
28. Give students overview of lessons, goals, topics	4.29	0.87	4.18	0.85	4.23	0.82	4.25	0.82	4.33	0.77	4.27	0.84	4.20	0.92
29. Monitor and adjust instruction to suit needs	4.69	0.57	4.46	0.69	4.29	0.77	4.29	0.81	4.35	0.72	4.33	0.81	4.39	0.85
30. Provide individual assistance to meet needs	4.70	0.57	4.62	0.69	4.33	0.75	4.28	0.85	4.20	0.78	4.26	0.81	4.35	0.84
31. Implement instruction for special needs students	4.61	0.64	4.21	0.92	3.90	0.94	3.81	0.98	3.85	0.93	3.79	0.99	3.80	1.09
32. Encourage higher order thinking skills	4.29	0.75	4.29	0.75	4.34	0.78	4.38	0.77	4.37	0.74	4.34	0.76	4.29	0.77
33. Facilitate learning, effort by interaction	4.35	0.72	4.37	0.74	4.37	0.75	4.40	0.75	4.46	0.68	4.40	0.72	4.24	0.82
34. Provide opportunities to apply learning	4.61	0.64	4.49	0.66	4.43	0.73	4.41	0.74	4.43	0.74	4.41	0.74	4.51	0.69
Use a variety of approaches, including:														
35. laboratory or "hands-on" instruction	4.01	0.86	4.25	0.94	4.18	0.93	4.00	1.01	3.99	0.99	3.96	1.02	4.36	0.86
36. presentations	3.69	0.94	4.10	0.84	4.13	0.82	4.17	0.84	4.15	0.80	4.15	0.89	3.86	1.03
37. group interaction techniques	3.72	0.94	3.65	0.98	3.61	0.99	3.66	1.02	3.73	0.99	3.77	0.99	3.66	1.20
38. audio visual aids	3.67	0.92	3.56	0.95	3.65	0.92	3.64	0.98	3.74	0.93	3.77	0.97	3.32	1.17
39. educational technology	3.51	0.86	3.39	1.00	3.37	1.00	3.34	1.02	3.35	0.96	3.37	1.04	3.25	1.09
40. community resources	3.27	0.94	3.19	1.02	3.04	1.04	2.94	1.02	3.04	1.01	3.04	1.07	3.18	1.07
41. independent study	3.42	0.95	3.17	0.98	3.01	1.08	2.99	1.05	3.06	1.10	3.02	1.11	3.31	1.16
42. peer instruction	3.44	0.99	3.39	1.01	3.08	1.06	3.15	0.99	3.20	1.01	3.25	1.07	3.39	1.16
43. summarize content covered in each lesson	4.10	0.82	4.15	0.89	3.95	0.86	4.09	0.86	4.18	0.82	4.19	0.88	3.77	1.10
44. relate current lesson to previous, future ones	4.15	0.77	4.21	0.87	4.21	0.80	4.26	0.79	4.39	0.70	4.35	0.79	4.17	0.96

	1-9		10-14		15-19		20-24		25-29		30-34		35 +	
	N=121		N=195		N=470		N=775		N=822		N=277		N=110	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
EVALUATING STUDENT LEARNING, INSTR. EFFECTIVENESS														
45. Administer assignments, quizzes and tests	4.17	0.79	4.22	0.77	4.31	0.74	4.33	0.78	4.36	0.74	4.29	0.76	3.95	0.94
46. Assign, receive, correct, grade assignments	4.22	0.82	4.30	0.87	4.36	0.78	4.43	0.75	4.44	0.73	4.42	0.76	3.91	1.07
47. Score, grade, record, feedback on quizzes, tests	4.24	0.84	4.41	0.75	4.43	0.78	4.51	0.71	4.52	0.68	4.45	0.75	3.89	1.05
48. Point out problems in English language skills	4.00	1.04	3.77	1.03	3.73	1.05	3.80	1.08	3.84	1.05	3.81	1.06	3.52	1.17
49. Remediate problems in English language skills	4.15	0.99	3.75	1.02	3.48	1.17	3.52	1.15	3.56	1.12	3.50	1.07	3.24	1.16
50. Establish/maintain records of specific objectives	4.19	0.88	3.88	1.05	3.54	1.14	3.57	1.14	3.64	1.09	3.62	1.11	3.44	1.16
51. Establish and maintain student records	4.27	0.86	4.33	0.83	4.33	0.84	4.40	0.78	4.47	0.74	4.41	0.80	4.10	0.97
52. Incorporate test scores into grades, etc.	4.11	0.92	4.18	0.87	4.22	0.83	4.27	0.87	4.33	0.82	4.27	0.85	3.97	0.96
53. Analyze student achievement in class	4.24	0.86	4.21	0.90	3.97	0.90	3.97	0.97	4.07	0.88	4.06	0.94	3.83	1.01
54. Analyze test scores and evaluation information	4.09	0.90	4.07	0.98	3.94	0.92	3.95	0.98	4.01	0.90	4.01	0.90	3.78	1.08
55. Interpret results of standardized tests	3.40	1.22	3.04	1.20	2.86	1.17	2.70	1.09	2.91	1.08	2.81	1.21	2.73	1.23
NON-INSTRUCTIONAL RESPONSIBILITIES														
56. Administer and monitor standardized tests	2.90	1.25	2.61	1.11	2.26	1.06	2.38	1.13	2.41	1.13	2.38	1.15	2.33	1.22
57. Communicate school rules and procedures	3.65	1.01	3.49	1.18	3.45	1.19	3.50	1.12	3.60	1.09	3.59	1.16	3.62	1.15
58. Participate in conferences, exchange information	4.27	0.87	3.85	1.05	3.73	0.99	3.74	0.98	3.82	0.93	3.86	1.03	3.91	0.99
59. Establish, communicate standards of social behavior	4.35	0.85	4.36	0.88	4.33	0.84	4.35	0.86	4.39	0.80	4.28	0.95	4.21	0.97
60. Communicate respect for diversity and equity	4.25	0.98	4.36	0.87	4.36	0.89	4.37	0.89	4.44	0.81	4.40	0.91	4.38	0.81
61. Support students' feelings of self-worth	4.62	0.67	4.65	0.66	4.60	0.73	4.50	0.71	4.53	0.66	4.49	0.72	4.60	0.65
62. Interact with students supportively, respectfully	4.45	0.79	4.43	0.73	4.35	0.82	4.34	0.81	4.39	0.79	4.32	0.83	4.49	0.71
63. Prepare reports or letters	3.43	1.04	3.40	1.06	3.42	1.07	3.41	1.07	3.43	1.07	3.48	1.12	3.48	1.06
64. Assign school-related class responsibilities	3.05	1.04	3.27	1.09	3.12	1.09	2.98	1.09	3.03	1.04	3.02	1.18	3.39	0.88
65. Escort and supervise assemblies, etc.	3.11	1.14	3.31	1.14	3.09	1.19	3.15	1.19	3.23	1.13	3.30	1.24	3.38	1.21
66. Monitor student behavior outside classroom	3.11	1.18	3.19	1.15	3.13	1.15	3.13	1.16	3.26	1.15	3.11	1.27	3.03	1.22
67. Identify and refer physical, emotional problems	4.29	0.89	3.95	1.03	3.91	1.01	3.86	0.97	3.89	0.99	3.80	1.01	3.76	1.03

	1-9		10-14		15-19		20-24		25-29		30-34		35 +	
	N=121		N=195		N=470		N=775		N=822		N=277		N=110	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
68. Report suspected negligence, abuse of students	4.34	0.92	4.13	1.03	4.04	1.04	4.03	1.03	4.03	1.04	4.09	1.09	4.06	1.01
69. Complete reports, maintain records of materials	3.28	1.15	3.44	1.12	3.47	1.10	3.43	1.15	3.53	1.12	3.54	1.22	3.67	1.01
70. Take inventory, store, distribute, collect books	3.12	1.03	3.42	1.12	3.39	1.12	3.32	1.12	3.39	1.15	3.39	1.21	3.57	1.13
71. Request additional materials and supplies	3.40	1.00	3.66	1.09	3.60	1.02	3.47	1.10	3.47	1.06	3.50	1.16	3.77	1.12
72. Assist in preparation of dept. budget requests	3.15	1.15	3.51	1.14	3.46	1.19	3.21	1.15	3.21	1.14	3.34	1.21	3.70	1.13
73. Assess comfort and safety of classroom, school	3.12	1.09	3.52	1.12	3.54	1.13	3.48	1.14	3.40	1.09	3.52	1.16	3.69	1.02
74. Assist in preventing vandalism	3.12	1.13	3.55	1.18	3.59	1.11	3.47	1.13	3.51	1.13	3.50	1.21	3.59	1.22
75. Report acts of vandalism, damaged school property	3.24	1.23	3.69	1.14	3.66	1.15	3.54	1.13	3.63	1.13	3.69	1.16	3.74	1.19
76. Keep informed of health-related information	3.62	1.07	3.68	1.04	3.49	1.10	3.37	1.09	3.50	1.08	3.45	1.13	3.38	1.12
77. Keep informed of school/district/state policies	3.80	1.01	3.76	0.99	3.64	1.05	3.61	1.08	3.65	1.09	3.69	1.06	3.71	0.99
78. Assume responsibility for money	2.64	1.15	3.03	1.26	2.92	1.27	2.67	1.23	2.86	1.24	3.02	1.31	3.30	1.14
I. ADDITIONAL PROFESSIONAL ACTIVITIES														
79. Keep up with developments in education, specialty	4.03	0.88	4.25	0.86	4.14	0.88	4.08	0.85	4.12	0.91	4.19	0.92	4.37	0.83
80. Collaborate with colleagues on curriculum	4.05	0.89	4.09	0.83	4.05	0.93	4.04	0.94	4.14	0.89	4.08	0.90	4.20	0.89
81. Collaborate with colleagues on instruction	3.69	0.91	3.85	1.01	3.81	0.98	3.79	1.06	3.88	1.03	3.90	0.99	3.99	1.02
82. Serve on school or professional committees	3.24	1.00	3.35	1.02	3.24	1.05	3.23	1.09	3.28	1.09	3.29	1.15	3.38	1.15
83. Supervise or guide other adults in the classroom	3.28	1.28	2.93	1.15	2.60	1.14	2.63	1.12	2.73	1.10	2.74	1.12	3.03	1.21
84. Orient, observe, assist, counsel beginning teachers	2.94	1.26	3.27	1.38	2.94	1.38	3.06	1.37	3.24	1.35	3.11	1.33	3.15	1.43
85. Supervise extracurricular activities	2.75	1.09	3.08	1.10	3.05	1.14	3.05	1.15	3.16	1.10	3.20	1.19	3.61	1.20
86. Attend/participate in activities beyond school day	3.08	0.99	3.42	1.00	3.20	1.10	3.27	1.06	3.39	1.09	3.29	1.17	3.77	1.11
87. Participate in site-based management, shared decision-making activities	3.09	1.07	3.22	1.10	3.08	1.05	3.03	1.10	3.15	1.11	3.10	1.15	3.32	1.26

Mean Ratings of Importance for Newly Licensed Teacher's Job by Region

	NORTHEAST		CENTRAL		SOUTH		FAR WEST	
	N=737		N=742		N=785		N=694	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
I. PLANNING AND PREPARING FOR INSTRUCTION								
1. Examine dept. curriculum, identify instruction objectives	4.06	0.96	3.87	1.04	4.14	0.98	3.83	1.07
2. Translate curriculum into specific objectives, specifications	4.09	0.95	3.80	1.08	4.06	0.99	3.82	1.09
3. Analyze objectives for content, media, methods	4.23	0.89	3.99	1.00	4.24	0.90	4.04	1.01
4. Determine knowledge and readiness of students	3.65	1.08	3.42	1.09	3.75	1.07	3.47	1.16
5. Review and select learning materials	3.90	1.04	3.81	1.04	4.02	0.99	3.82	1.08
6. Design alternative objectives and lessons	3.83	1.01	3.60	1.04	3.76	1.04	3.69	1.06
7. Prepare pre-instructional assessment techniques	3.32	1.12	3.13	1.10	3.47	1.11	3.25	1.14
8. Select a variety of teaching techniques	4.16	0.90	4.06	0.87	4.19	0.87	4.10	0.92
9. Design lessons that best utilize time	4.43	0.76	4.37	0.74	4.48	0.68	4.38	0.78
10. Plan for evaluation of student needs and progress	4.41	0.73	4.25	0.77	4.47	0.70	4.23	0.78
11. Prepare lesson plans specifying objectives, etc.	4.27	0.89	4.13	0.94	4.30	0.91	4.17	0.89
12. Obtain/prepare instructional aids	3.97	0.91	3.82	0.93	4.00	0.93	3.81	0.92
13. Prepare student materials for use in lessons	4.14	0.93	3.95	0.92	4.18	0.90	4.03	0.94
14. Prepare apparatus, machines, equipment	3.28	1.27	3.11	1.24	3.32	1.17	3.28	1.24
15. Prepare and maintain displays of student work	3.17	1.06	2.98	1.00	3.32	1.11	3.06	1.05
16. Prepare quizzes, tests, exercises	4.40	0.76	4.26	0.82	4.45	0.76	4.28	0.79
II. MANAGING STUDENT BEHAVIOR IN THE CLASSROOM								
17. Establish classroom rules and procedures	4.70	0.58	4.61	0.67	4.71	0.60	4.61	0.67
18. Ensure compliance with safety rules	4.08	1.17	4.12	1.16	4.27	1.09	4.19	1.09
19. Maintain order entering and leaving class	4.16	0.94	4.07	0.99	4.37	0.85	4.04	1.01
20. Monitor student in-class behavior	4.65	0.57	4.61	0.63	4.72	0.53	4.61	0.65
21. Monitor classroom activities, assign seats	4.28	0.83	4.24	0.87	4.50	0.71	4.24	0.83
22. Encourage, praise, support desired behavior	4.68	0.56	4.65	0.59	4.72	0.55	4.67	0.57
23. Correct, discourage, document, discipline misbehavior	4.42	0.76	4.33	0.81	4.52	0.74	4.25	0.91
24. Manage time to maintain on-task behavior	4.61	0.60	4.57	0.62	4.73	0.52	4.60	0.63
25. Maintain order in the fact of interruptions	4.36	0.82	4.28	0.81	4.48	0.75	4.23	0.86
26. Support activities aimed at correcting misbehavior	4.24	0.83	4.15	0.86	4.34	0.85	4.06	0.93
III. IMPLEMENTING INSTRUCTION								
27. Organize students to optimize performance in class	3.81	1.03	3.77	0.93	3.91	0.96	3.81	0.99
28. Give students overview of lessons, goals, topics	4.29	0.82	4.21	0.82	4.37	0.79	4.20	0.83
29. Monitor and adjust instruction to suit needs	4.38	0.75	4.26	0.79	4.41	0.75	4.33	0.77
30. Provide individual assistance to meet needs	4.30	0.81	4.29	0.81	4.40	0.78	4.31	0.77
31. Implement instruction for special needs students	3.94	0.99	3.84	0.93	4.04	0.95	3.79	0.97
32. Encourage higher order thinking skills	4.32	0.78	4.33	0.76	4.43	0.73	4.32	0.76

	NORTHEAST		CENTRAL		SOUTH		FAR WEST	
	N=737		N=742		N=785		N=694	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
33. Facilitate learning, effort by interaction	4.43	0.71	4.36	0.75	4.49	0.70	4.33	0.75
34. Provide opportunities to apply learning	4.45	0.71	4.39	0.76	4.53	0.67	4.39	0.74
Use a variety of approaches, including:								
35. laboratory or "hands-on" instruction	4.03	1.00	4.05	0.96	4.08	1.00	4.08	0.97
36. presentations	4.09	0.86	4.09	0.84	4.22	0.81	4.05	0.89
37. group interaction techniques	3.65	0.98	3.63	0.99	3.76	1.02	3.75	1.01
38. audio-visual aids	3.60	0.97	3.62	0.95	3.81	0.96	3.65	0.94
39. educational technology	3.31	1.02	3.35	0.97	3.43	1.00	3.36	1.01
40. community resources	2.93	1.00	3.03	1.02	3.15	1.01	3.05	1.05
41. independent study	2.96	1.08	3.05	1.04	3.20	1.08	3.05	1.10
42. peer instruction	3.15	1.04	3.14	1.02	3.27	1.05	3.27	0.98
43. summarize content covered in each lesson	4.12	0.82	4.04	0.87	4.20	0.86	4.01	0.91
44. relate current lesson to previous, future ones	4.31	0.77	4.25	0.78	4.37	0.75	4.25	0.81
IV. EVALUATING STUDENT LEARNING, INSTR. EFFECTIVENESS								
45. Administer assignments, quizzes and tests	4.36	0.74	4.23	0.80	4.40	0.72	4.22	0.80
46. Assign, receive, correct, grade assignments	4.40	0.79	4.33	0.81	4.48	0.71	4.31	0.82
47. Score, grade, record, feedback on quizzes, tests	4.48	0.75	4.39	0.76	4.56	0.66	4.38	0.79
48. Point out problems in English language skills	3.77	1.08	3.70	1.05	4.00	1.04	3.73	1.07
49. Remediate problems in English language skills	3.59	1.16	3.46	1.11	3.71	1.11	3.52	1.13
50. Establish/maintain records of specific objectives	3.66	1.11	3.52	1.13	3.73	1.10	3.65	1.11
51. Establish and maintain student records	4.44	0.75	4.32	0.83	4.49	0.74	4.32	0.84
52. Incorporate test scores into grades, etc.	4.29	0.83	4.24	0.85	4.33	0.83	4.17	0.89
53. Analyze student achievement in class	4.04	0.94	3.97	0.93	4.12	0.89	4.00	0.93
54. Analyze test scores and evaluation information	3.96	0.98	3.90	0.91	4.13	0.88	3.94	0.96
55. Interpret results of standardized tests	2.78	1.12	2.76	1.10	3.15	1.17	2.77	1.16
V. NON-INSTRUCTIONAL RESPONSIBILITIES								
56. Administer and monitor standardized tests	2.37	1.13	2.24	1.07	2.65	1.21	2.37	1.09
57. Communicate school rules and procedures	3.46	1.18	3.44	1.13	3.77	1.09	3.50	1.10
58. Participate in conferences, exchange information	3.74	0.99	3.80	0.96	3.93	0.96	3.78	1.00
59. Establish, communicate standards of social behavior	4.37	0.87	4.36	0.80	4.41	0.84	4.25	0.92
60. Communicate respect for diversity and equity	4.40	0.88	4.35	0.88	4.49	0.79	4.31	0.91
61. Support students' feelings of self-worth	4.54	0.67	4.48	0.71	4.58	0.65	4.49	0.73
62. Interact with students supportively, respectfully	4.36	0.82	4.29	0.83	4.47	0.73	4.38	0.79
63. Prepare reports or letters	3.43	1.03	3.35	1.08	3.53	1.10	3.42	1.06
64. Assign school-related class responsibilities	3.00	1.10	3.03	1.03	3.23	1.10	2.96	1.07
65. Escort and supervise assemblies, etc.	3.09	1.18	3.12	1.15	3.51	1.17	3.08	1.16

	NORTHEAST		CENTRAL		SOUTH		FAR WEST	
	N=737		N=742		N=785		N=694	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
66. Monitor student behavior outside classroom	3.11	1.14	3.16	1.12	3.46	1.21	2.92	1.17
67. Identify and refer physical, emotional problems	3.93	1.01	3.86	0.96	3.98	0.99	3.81	1.02
68. Report suspected negligence, abuse of students	4.03	1.05	4.04	1.02	4.12	1.02	4.04	1.06
69. Complete reports, maintain records of materials	3.47	1.16	3.41	1.11	3.66	1.13	3.39	1.12
70. Take inventory, store, distribute, collect books	3.36	1.12	3.30	1.11	3.54	1.14	3.28	1.15
71. Request additional materials and supplies	3.51	1.06	3.46	1.06	3.63	1.08	3.48	1.10
72. Assist in preparation of dept. budget requests	3.33	1.20	3.29	1.11	3.32	1.16	3.31	1.17
73. Assess comfort and safety of classroom, school	3.42	1.15	3.42	1.10	3.62	1.09	3.43	1.12
74. Assist in preventing vandalism	3.44	1.17	3.49	1.11	3.64	1.10	3.44	1.17
75. Report acts of vandalism, damaged school property	3.51	1.15	3.59	1.15	3.75	1.13	3.58	1.16
76. Keep informed of health-related information	3.52	1.08	3.42	1.08	3.55	1.12	3.42	1.08
77. Keep informed of school/district/state policies	3.54	1.04	3.64	1.04	3.90	1.05	3.56	1.09
78. Assume responsibility for money	2.64	1.22	2.84	1.22	3.11	1.30	2.77	1.20
VI. ADDITIONAL PROFESSIONAL ACTIVITIES								
79. Keep up with developments in education, specialty	4.11	0.92	4.10	0.92	4.21	0.87	4.12	0.91
80. Collaborate with colleagues on curriculum	4.08	0.93	4.07	0.88	4.15	0.91	4.03	0.91
81. Collaborate with colleagues on instruction	3.87	1.02	3.82	0.99	3.91	1.03	3.79	1.03
82. Serve on school or professional committees	3.23	1.10	3.26	1.07	3.37	1.08	3.22	1.09
83. Supervise or guide other adults in the classroom	2.69	1.12	2.73	1.12	2.84	1.20	2.74	1.13
84. Orient, observe, assist, counsel beginning teachers	3.02	1.44	3.17	1.30	3.33	1.30	2.93	1.37
85. Supervise extracurricular activities	2.99	1.11	3.13	1.13	3.24	1.17	3.07	1.15
86. Attend/participate in activities beyond school day	3.17	1.06	3.40	1.02	3.48	1.12	3.27	1.13
87. Participate in site-based management, shared decision-making activities	3.03	1.11	3.12	1.03	3.14	1.13	3.15	1.14

Appendix H

States Within Each of the Four NASDTEC Geographic Regions

FAR WEST

Alaska
Arizona
California
Colorado
Hawaii
Idaho
Montana
New Mexico
Nevada
Oregon
Utah
Washington
Wyoming

SOUTHERN

Alabama
Arkansas
Florida
Georgia
Kentucky
Louisiana
Mississippi
North Carolina
South Carolina
Tennessee
Texas
Virginia
West Virginia

CENTRAL

Illinois
Indiana
Iowa
Kansas
Michigan
Minnesota
Missouri
Nebraska
North Dakota
Ohio
Oklahoma
South Dakota
Wisconsin

NORTHEAST

Connecticut
Delaware
District of Columbia
Maine
Maryland
Massachusetts
New Hampshire
New Jersey
New York
Pennsylvania
Rhode Island
Vermont

Appendix I

Mean Ratings of Importance for Your Job

	TEACHERS: PRIMARY GROUP		TEACHERS: SUPPLEMENTARY GROUP	
	N=3007		N=110	
	Mean	S.D.	Mean	S.D.
I. PLANNING AND PREPARING FOR INSTRUCTION				
1. Examine dept. curriculum, identify instruction objectives	3.65	0.94	4.20	0.66
2. Translate curriculum into specific objectives, specifications	3.73	0.98	4.21	0.87
3. Analyze objectives for content, media, methods	3.91	0.93	4.28	0.76
4. Determine knowledge and readiness of students	3.43	1.11	4.09	0.91
5. Review and select learning materials	3.93	0.93	4.19	0.90
6. Design alternative objectives and lessons	3.69	1.03	4.14	0.98
7. Prepare pre-instructional assessment techniques	3.19	1.08	3.85	1.05
8. Select a variety of teaching techniques	3.99	0.94	4.24	0.77
9. Design lessons that best utilize time	4.32	0.78	4.43	0.61
10. Plan for evaluation of student needs and progress	4.24	0.79	4.39	0.78
11. Prepare lesson plans specifying objectives, etc.	3.75	1.11	4.23	0.78
12. Obtain/prepare instructional aids	3.69	0.97	3.96	0.99
13. Prepare student materials for use in lessons	3.94	0.97	4.13	0.81
14. Prepare apparatus, machines, equipment	3.16	1.26	3.59	1.21
15. Prepare and maintain displays of student work	2.95	1.09	3.60	1.08
16. Prepare quizzes, tests, exercises	4.25	0.83	4.44	0.71
II. MANAGING STUDENT BEHAVIOR IN THE CLASSROOM				
17. Establish classroom rules and procedures	4.40	0.81	4.61	0.64
18. Ensure compliance with safety rules	4.08	1.17	4.30	0.93
19. Maintain order entering and leaving class	3.89	1.04	4.37	0.81
20. Monitor student in-class behavior	4.51	0.69	4.57	0.66
21. Monitor classroom activities, assign seats	4.11	0.91	4.36	0.73
22. Encourage, praise, support desired behavior	4.62	0.63	4.69	0.52
23. Correct, discourage, document, discipline misbehavior	4.18	0.91	4.42	0.83
24. Manage time to maintain on-task behavior	4.50	0.69	4.59	0.63
25. Maintain order in the fact of interruptions	4.20	0.88	4.35	0.81
26. Support activities aimed at correcting misbehavior	3.88	1.01	4.33	0.82
III. IMPLEMENTING INSTRUCTION				
27. Organize students to optimize performance in class	3.68	0.99	4.09	0.92
28. Give students overview of lessons, goals, topics	4.17	0.86	4.36	0.79
29. Monitor and adjust instruction to suit needs	4.25	0.80	4.42	0.72
30. Provide individual assistance to meet needs	4.29	0.81	4.49	0.72
31. Implement instruction for special needs students	3.84	0.99	4.22	0.91

	TEACHERS: PRIMARY GROUP		TEACHERS: SUPPLEMENTARY GROUP	
	N=3007		N=110	
	Mean	S.D.	Mean	S.D.
32. Encourage higher order thinking skills	4.35	0.77	4.36	0.85
33. Facilitate learning, effort by interaction	4.37	0.76	4.36	0.69
34. Provide opportunities to apply learning	4.43	0.73	4.53	0.69
Use a variety of approaches, including:				
35. laboratory or "hands-on" instruction	4.03	1.05	4.06	0.98
36. presentations	4.04	0.91	4.12	0.85
37. group interaction techniques	3.61	1.05	4.12	0.90
38. audio-visual aids	3.55	1.01	3.94	0.97
39. educational technology	3.26	1.04	3.54	1.01
40. community resources	2.98	1.04	3.32	0.96
41. independent study	3.07	1.08	3.33	1.06
42. peer instruction	3.17	1.03	3.78	0.98
43. summarize content covered in each lesson	3.99	0.91	4.22	0.85
44. relate current lesson to previous, future ones	4.24	0.81	4.36	0.88
IV. EVALUATING STUDENT LEARNING, INSTR. EFFECTIVENESS				
45. Administer assignments, quizzes and tests	4.23	0.81	4.33	0.77
46. Assign, receive, correct, grade assignments	4.30	0.85	4.44	0.81
47. Score, grade, record, feedback on quizzes, tests	4.40	0.78	4.52	0.72
48. Point out problems in English language skills	3.75	1.09	4.03	0.97
49. Remediate problems in English language skills	3.51	1.16	3.71	1.09
50. Establish/maintain records of specific objectives	3.61	1.11	4.02	0.99
51. Establish and maintain student records	4.33	0.84	4.47	0.73
52. Incorporate test scores into grades, etc.	4.20	0.89	4.53	0.88
53. Analyze student achievement in class	3.98	0.95	4.29	0.92
54. Analyze test scores and evaluation information	3.90	0.96	4.18	0.96
55. Interpret results of standardized tests	2.86	1.15	3.26	1.14
V. NON-INSTRUCTIONAL RESPONSIBILITIES				
56. Administer and monitor standardized tests	2.44	1.15	3.12	1.24
57. Communicate school rules and procedures	3.48	1.13	4.09	0.93
58. Participate in conferences, exchange information	3.75	1.00	4.15	0.83
59. Establish, communicate standards of social behavior	4.31	0.87	4.44	0.74
60. Communicate respect for diversity and equity	4.37	0.87	4.49	0.97
61. Support students' feelings of self-worth	4.51	0.70	4.56	0.71
62. Interact with students supportively, respectfully	4.38	0.79	4.41	0.88
63. Prepare reports or letters	3.49	1.04	3.71	1.07

	TEACHERS: PRIMARY GROUP		TEACHERS: SUPPLEMENTARY GROUP	
	N=3007		N=110	
	Mean	S.D.	Mean	S.D.
64. Assign school-related class responsibilities	3.04	1.08	3.45	1.06
65. Escort and supervise assemblies, etc.	3.16	1.20	3.73	1.10
66. Monitor student behavior outside classroom	3.14	1.19	3.69	1.02
67. Identify and refer physical, emotional problems	3.88	1.00	4.09	0.93
68. Report suspected negligence, abuse of students	4.04	1.06	4.17	0.95
69. Complete reports, maintain records of materials	3.44	1.14	3.96	1.02
70. Take inventory, store, distribute, collect books	3.35	1.16	3.79	1.08
71. Request additional materials and supplies	3.56	1.07	3.97	0.95
72. Assist in preparation of dept. budget requests	3.62	1.11	3.86	1.18
73. Assess comfort and safety of classroom, school	3.50	1.11	3.93	1.01
74. Assist in preventing vandalism	3.53	1.14	3.88	1.04
75. Report acts of vandalism, damaged school property	3.61	1.15	3.84	1.13
76. Keep informed of health-related information	3.47	1.10	3.53	1.08
77. Keep informed of school/district/state policies	3.59	1.08	3.94	1.25
78. Assume responsibility for money	2.97	1.27	3.44	1.35
VI. ADDITIONAL PROFESSIONAL ACTIVITIES				
79. Keep up with developments in education, specialty	4.11	0.86	4.17	0.94
80. Collaborate with colleagues on curriculum	4.01	0.90	4.09	0.98
81. Collaborate with colleagues on instruction	3.72	1.03	3.90	1.06
82. Serve on school or professional committees	3.42	1.05	3.68	1.01
83. Supervise or guide other adults in the classroom	2.95	1.16	3.45	0.99
84. Orient, observe, assist, counsel beginning teachers	3.41	1.17	3.61	1.15
85. Supervise extracurricular activities	3.33	1.15	3.49	1.08
86. Attend/participate in activities beyond school day	3.33	1.12	3.49	1.14
87. Participate in site-based management, shared decision-making activities	3.37	1.08	3.63	1.02

Appendix J

Mean Ratings of Time Spent: Your Job

	TEACHERS: PRIMARY GROUP		TEACHERS: SUPPLEMENTARY GROUP	
	N=3007		N=110	
	Mean	S.D.	Mean	S.D.
I. PLANNING AND PREPARING FOR INSTRUCTION				
1. Examine dept. curriculum, identify instruction objectives	1.84	0.70	2.28	0.62
2. Translate curriculum into specific objectives, specifications	1.96	0.77	2.34	0.66
3. Analyze objectives for content, media, methods	2.14	0.71	2.45	0.62
4. Determine knowledge and readiness of students	1.66	0.86	2.28	0.74
5. Review and select learning materials	2.11	0.77	2.34	0.71
6. Design alternative objectives and lessons	1.91	0.85	2.40	0.71
7. Prepare pre-instructional assessment techniques	1.42	0.86	2.06	0.78
8. Select a variety of teaching techniques	2.25	0.73	2.44	0.62
9. Design lessons that best utilize time	2.51	0.61	2.59	0.49
10. Plan for evaluation of student needs and progress	2.47	0.63	2.61	0.59
11. Prepare lesson plans specifying objectives, etc.	2.06	0.82	2.39	0.68
12. Obtain/prepare instructional aids	2.03	0.77	2.21	0.75
13. Prepare student materials for use in lessons	2.27	0.75	2.36	0.62
14. Prepare apparatus, machines, equipment	1.40	0.96	1.92	0.84
15. Prepare and maintain displays of student work	1.42	0.81	1.98	0.78
16. Prepare quizzes, tests, exercises	2.51	0.63	2.57	0.55
II. MANAGING THE CLASSROOM				
17. Establish classroom rules and procedures	2.13	0.76	2.52	0.59
18. Ensure compliance with safety rules	1.77	1.04	2.33	0.75
19. Maintain order entering and leaving class	1.96	0.80	2.35	0.70
20. Monitor student in-class behavior	2.60	0.58	2.65	0.51
21. Monitor classroom activities, assign seats	2.09	0.78	2.36	0.63
22. Encourage, praise, support desired behavior	2.61	0.56	2.69	0.48
23. Correct, discourage, document, discipline misbehavior	2.03	0.79	2.42	0.70
24. Manage time to maintain on-task behavior	2.53	0.61	2.67	0.51
25. Maintain order in the fact of interruptions	2.07	0.78	2.38	0.73
26. Support activities aimed at correcting misbehavior	1.79	0.81	2.26	0.74
III. IMPLEMENTING INSTRUCTION				
27. Organize students to optimize performance in class	1.90	0.79	2.27	0.69
28. Give students overview of lessons, goals, topics	2.31	0.70	2.51	0.60
29. Monitor and adjust instruction to suit needs	2.36	0.65	2.55	0.57
30. Provide individual assistance to meet needs	2.36	0.68	2.53	0.60
31. Implement instruction for special needs students	1.82	0.85	2.31	0.72

	TEACHERS: PRIMARY GROUP		TEACHERS: SUPPLEMENTARY GROUP	
	N=3007		N=110	
	Mean	S.D.	Mean	S.D.
32. Encourage higher order thinking skills	2.43	0.65	2.51	0.62
33. Facilitate learning, effort by interaction	2.58	0.58	2.58	0.57
34. Provide opportunities to apply learning	2.49	0.64	2.65	0.55
Use a variety of approaches, including:				
35. laboratory or "hands-on" instruction	2.04	1.00	2.28	0.79
36. presentations	2.37	0.70	2.40	0.68
37. group interaction techniques	1.85	0.87	2.37	0.68
38. audio-visual aids	1.89	0.80	2.31	0.69
39. educational technology	1.57	0.85	1.95	0.73
40. community resources	1.23	0.84	1.67	0.68
41. independent study	1.38	0.91	1.85	0.68
42. peer instruction	1.54	0.82	2.08	0.70
43. summarize content covered in each lesson	2.21	0.72	2.46	0.62
44. relate current lesson to previous, future ones	2.40	0.66	2.54	0.65
IV. EVALUATING STUDENT LEARNING, INSTR. EFFECTIVENESS				
45. Administer assignments, quizzes and tests	2.44	0.64	2.61	0.55
46. Assign, receive, correct, grade assignments	2.61	0.66	2.77	0.80
47. Score, grade, record, feedback on quizzes, tests	2.64	0.60	2.76	0.43
48. Point out problems in English language skills	1.88	0.89	2.21	0.71
49. Remediate problems in English language skills	1.49	0.99	1.98	0.74
50. Establish/maintain records of specific objectives	1.77	0.99	2.43	0.92
51. Establish and maintain student records	2.57	0.62	2.79	0.78
52. Incorporate test scores into grades, etc.	2.39	0.68	2.70	0.79
53. Analyze student achievement in class	2.16	0.77	2.46	0.66
54. Analyze test scores and evaluation information	2.03	0.78	2.36	0.69
55. Interpret results of standardized tests	0.85	0.89	1.71	0.75
V. NON-INSTRUCTIONAL RESPONSIBILITIES				
56. Administer and monitor standardized tests	0.81	0.79	1.55	0.63
57. Communicate school rules and procedures	1.70	0.77	2.24	0.79
58. Participate in conferences, exchange information	1.86	0.76	2.25	0.66
59. Establish, communicate standards of social behavior	2.49	0.66	2.66	0.55
60. Communicate respect for diversity and equity	2.42	0.71	2.64	0.60
61. Support students' feelings of self-worth	2.55	0.59	2.70	0.50
62. Interact with students supportively, respectfully	2.48	0.63	2.62	0.58
63. Prepare reports or letters	1.67	0.80	1.97	0.80

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	TEACHERS: PRIMARY GROUP		TEACHERS: SUPPLEMENTARY GROUP	
	N=3007		N=110	
	Mean	S.D.	Mean	S.D.
64. Assign school-related class responsibilities	1.40	0.87	1.92	0.74
65. Escort and supervise assemblies, etc.	1.72	0.80	2.06	0.75
66. Monitor student behavior outside classroom	1.63	0.86	2.02	0.81
67. Identify and refer physical, emotional problems	1.72	0.78	2.12	0.80
68. Report suspected negligence, abuse of students	1.33	0.82	1.90	0.84
69. Complete reports, maintain records of materials	1.71	0.81	2.08	0.77
70. Take inventory, store, distribute, collect books	1.73	0.79	2.02	0.82
71. Request additional materials and supplies	1.72	0.75	2.10	0.81
72. Assist in preparation of dept. budget requests	1.42	1.01	1.94	0.83
73. Assess comfort and safety of classroom, school	1.52	0.78	2.00	0.82
74. Assist in preventing vandalism	1.38	0.84	2.02	0.80
75. Report acts of vandalism, damaged school property	1.37	0.76	1.91	0.81
76. Keep informed of health-related information	1.37	0.77	1.78	0.77
77. Keep informed of school/district/state policies	1.61	0.73	2.04	0.74
78. Assume responsibility for money	1.16	1.00	1.89	0.81
VI. ADDITIONAL PROFESSIONAL ACTIVITIES				
79. Keep up with developments in education, specialty	2.17	0.70	2.38	0.68
80. Collaborate with colleagues on curriculum	2.01	0.77	2.33	0.67
81. Collaborate with colleagues on instruction	1.62	0.94	2.16	0.77
82. Serve on school or professional committees	1.91	0.84	2.16	0.77
83. Supervise or guide other adults in the classroom	0.64	0.92	1.93	0.70
84. Orient, observe, assist, counsel beginning teachers	1.07	0.99	1.97	0.79
85. Supervise extracurricular activities	1.67	1.08	2.10	0.78
86. Attend/participate in activities beyond school day	1.93	0.85	2.08	0.76
87. Participate in site-based management, shared decision-making activities	1.32	0.97	1.93	0.77

Appendix K

Mean Ratings of Effectiveness

	ADMINISTRATORS		PRIMARY TEACHER EDUCATORS		SUPPLEMENTARY TEACHER EDUCATORS	
	N=183		N=197		N=37	
	Mean	S.D.	Mean	S.D.	Mean	S.D.
I. PLANNING AND PREPARING FOR INSTRUCTION						
1. Examine dept. curriculum, identify instruction objectives	2.12	0.85	2.15	0.81	2.16	0.94
2. Translate curriculum into specific objectives, specifications	2.24	0.73	2.38	0.72	2.32	0.81
3. Analyze objectives for content, media, methods	2.25	0.75	2.61	0.64	2.59	0.59
4. Determine knowledge and readiness of students	2.19	0.78	2.28	0.74	2.35	0.74
5. Review and select learning materials	1.79	0.94	2.22	0.83	2.41	0.68
6. Design alternative objectives and lessons	2.31	0.77	2.41	0.72	2.32	0.70
7. Prepare pre-instructional assessment techniques	1.93	0.79	2.08	0.79	2.14	0.78
8. Select a variety of teaching techniques	2.54	0.67	2.72	0.51	2.69	0.52
9. Design lessons that best utilize time	2.54	0.59	2.62	0.60	2.54	0.65
10. Plan for evaluation of student needs and progress	2.38	0.70	2.50	0.57	2.54	0.50
11. Prepare lesson plans specifying objectives, etc.	2.28	0.82	2.59	0.61	2.66	0.53
12. Obtain/prepare instructional aids	2.05	0.75	2.24	0.69	2.26	0.77
13. Prepare student materials for use in lessons	2.15	0.72	2.29	0.72	2.44	0.60
14. Prepare apparatus, machines, equipment	1.55	0.89	1.54	0.83	1.71	0.97
15. Prepare and maintain displays of student work	1.66	0.82	1.78	0.79	2.03	0.92
16. Prepare quizzes, tests, exercises	2.46	0.72	2.52	0.61	2.47	0.78
II. MANAGING STUDENT BEHAVIOR IN THE CLASSROOM						
17. Establish classroom rules and procedures	2.67	0.58	2.73	0.49	2.57	0.73
18. Ensure compliance with safety rules	2.33	0.72	2.17	0.77	1.97	0.94
19. Maintain order entering and leaving class	2.30	0.70	2.33	0.71	2.17	0.77
20. Monitor student in-class behavior	2.59	0.59	2.72	0.52	2.60	0.64
21. Monitor classroom activities, assign seats	2.27	0.71	2.42	0.65	2.31	0.62
22. Encourage, praise, support desired behavior	2.55	0.67	2.65	0.56	2.41	0.65
23. Correct, discourage, document, discipline misbehavior	2.32	0.75	2.54	0.57	2.40	0.73
24. Manage time to maintain on-task behavior	2.50	0.69	2.69	0.52	2.50	0.61
25. Maintain order in the fact of interruptions	2.27	0.70	2.46	0.66	2.43	0.60
26. Support activities aimed at correcting misbehavior	2.19	0.72	2.16	0.70	2.15	0.60
III. IMPLEMENTING INSTRUCTION						
27. Organize students to optimize performance in class	2.23	0.71	2.43	0.65	2.54	0.60
28. Give students overview of lessons, goals, topics	2.36	0.72	2.63	0.58	2.54	0.55
29. Monitor and adjust instruction to suit needs	2.43	0.70	2.61	0.57	2.68	0.47
30. Provide individual assistance to meet needs	2.29	0.71	2.48	0.59	2.56	0.60

	ADMINISTRATORS		PRIMARY TEACHER EDUCATORS		SUPPLEMENTARY TEACHER EDUCATORS	
	N=183		N=197		N=37	
	Mean	S.D.	Mean	S.D.	Mean	S.D.
31. Implement instruction for special needs students	2.22	0.67	2.28	0.68	2.34	0.75
32. Encourage higher order thinking skills	2.41	0.69	2.66	0.58	2.65	0.53
33. Facilitate learning, effort by interaction	2.36	0.72	2.69	0.55	2.59	0.54
34. Provide opportunities to apply learning	2.38	0.72	2.66	0.56	2.62	0.48
Use a variety of approaches, including:						
35. laboratory or "hands-on" instruction	2.20	0.71	2.44	0.66	2.46	0.68
36. presentations	2.01	0.74	2.34	0.63	2.61	0.54
37. group interaction techniques	2.19	0.78	2.50	0.63	2.43	0.64
38. audio-visual aids	1.79	0.71	2.06	0.79	2.14	0.74
39. educational technology	1.83	0.76	1.91	0.69	2.00	0.76
40. community resources	1.71	0.78	1.78	0.77	1.97	0.79
41. independent study	1.62	0.78	1.74	0.83	2.03	0.80
42. peer instruction	1.74	0.80	2.03	0.78	1.91	0.77
43. summarize content covered in each lesson	2.29	0.77	2.48	0.67	2.19	0.93
44. relate current lesson to previous, future ones	2.41	0.75	2.63	0.59	2.43	0.64
IV. EVALUATING STUDENT LEARNING, INSTR. EFFECTIVENESS						
45. Administer assignments, quizzes and tests	2.38	0.72	2.39	0.67	2.58	0.55
46. Assign, receive, correct, grade assignments	2.29	0.82	2.32	0.74	2.50	0.73
47. Score, grade, record, feedback on quizzes, tests	2.34	0.78	2.36	0.73	2.47	0.83
48. Point out problems in English language skills	2.13	0.74	2.08	0.80	2.32	0.87
49. Remediate problems in English language skills	1.96	0.85	2.09	0.76	2.16	0.82
50. Establish/maintain records of specific objectives	2.03	0.76	2.03	0.74	2.19	0.95
51. Establish and maintain student records	2.19	0.87	2.14	0.78	2.38	0.78
52. Incorporate test scores into grades, etc.	2.22	0.75	2.15	0.78	2.41	0.88
53. Analyze student achievement in class	2.26	0.74	2.39	0.66	2.32	0.84
54. Analyze test scores and evaluation information	2.21	0.79	2.35	0.69	2.30	0.77
55. Interpret results of standardized tests	1.51	0.94	1.59	0.86	2.05	0.87
V. NON-INSTRUCTIONAL RESPONSIBILITIES						
56. Administer and monitor standardized tests	1.07	0.87	0.91	0.86	1.24	1.02
57. Communicate school rules and procedures	2.09	0.77	1.89	0.91	1.97	0.88
58. Participate in conferences, exchange information	2.36	0.75	2.11	0.79	2.08	0.88
59. Establish, communicate standards of social behavior	2.32	0.79	2.39	0.76	2.24	0.85
60. Communicate respect for diversity and equity	2.24	0.86	2.47	0.73	2.43	0.86
61. Support students' feelings of self-worth	2.54	0.73	2.63	0.63	2.49	0.73

	ADMINISTRATORS		PRIMARY TEACHER EDUCATORS		SUPPLEMENTARY TEACHER EDUCATORS	
	N=183		N=197		N=37	
	Mean	S.D.	Mean	S.D.	Mean	S.D.
62. Interact with students supportively, respectfully	2.42	0.77	2.49	0.68	2.29	0.74
63. Prepare reports or letters	1.63	0.88	1.66	0.81	1.88	0.83
64. Assign school-related class responsibilities	1.54	0.79	1.60	0.80	1.97	0.88
65. Escort and supervise assemblies, etc.	1.76	0.90	1.50	0.87	1.71	0.99
66. Monitor student behavior outside classroom	1.89	0.88	1.56	0.87	1.80	0.89
67. Identify and refer physical, emotional problems	2.13	0.74	2.15	0.75	2.51	0.60
68. Report suspected negligence, abuse of students	2.13	0.85	1.91	0.93	1.91	0.91
69. Complete reports, maintain records of materials	1.75	0.86	1.40	0.86	1.89	0.78
70. Take inventory, store, distribute, collect books	1.63	0.86	1.31	0.89	1.83	0.88
71. Request additional materials and supplies	1.64	0.84	1.55	0.87	1.94	0.86
72. Assist in preparation of dept. budget requests	1.43	0.89	1.18	0.93	1.37	0.96
73. Assess comfort and safety of classroom, school	1.65	0.83	1.61	0.90	1.97	0.89
74. Assist in preventing vandalism	1.77	0.86	1.33	0.85	1.63	0.96
75. Report acts of vandalism, damaged school property	1.77	0.91	1.30	0.88	1.69	0.98
76. Keep informed of health-related information	1.69	0.81	1.57	0.86	1.71	0.97
77. Keep informed of school/district/state policies	1.83	0.87	1.79	0.88	1.94	0.92
78. Assume responsibility for money	1.49	0.89	1.07	0.90	1.40	1.02
VI. ADDITIONAL PROFESSIONAL ACTIVITIES						
79. Keep up with developments in education, specialty	2.13	0.82	2.56	0.64	2.46	0.84
80. Collaborate with colleagues on curriculum	2.18	0.86	2.40	0.72	2.06	0.84
81. Collaborate with colleagues on instruction	2.28	0.77	2.37	0.71	2.29	0.85
82. Serve on school or professional committees	1.74	0.79	1.84	0.88	1.74	1.08
83. Supervise or guide other adults in the classroom	1.57	0.84	1.65	0.89	1.76	0.97
84. Orient, observe, assist, counsel beginning teachers	1.29	1.10	1.46	1.12	1.58	1.14
85. Supervise extracurricular activities	1.77	0.84	1.66	0.88	1.68	0.99
86. Attend/participate in activities beyond school day	1.84	0.87	1.77	0.93	1.73	1.00
87. Participate in site-based management, shared decision-making activities	1.80	0.77	1.84	0.91	1.70	0.98

Appendix L

Mean Ratings of Opportunity to Learn

	PRIMARY TEACHER EDUCATORS		SUPPLEMENTARY TEACHER EDUCATORS	
	N=197		N=37	
	Mean	S.D.	Mean	S.D.
I. PLANNING AND PREPARING FOR INSTRUCTION				
1. Examine dept. curriculum, identify instruction objectives	1.89	0.80	2.29	0.74
2. Translate curriculum into specific objectives, specifications	2.05	0.76	2.22	0.67
3. Analyze objectives for content, media, methods	2.33	0.69	2.36	0.75
4. Determine knowledge and readiness of students	1.69	0.74	2.11	0.73
5. Review and select learning materials	1.88	0.79	2.24	0.91
6. Design alternative objectives and lessons	1.74	0.76	2.22	0.81
7. Prepare pre-instructional assessment techniques	1.53	0.75	2.00	0.90
8. Select a variety of teaching techniques	2.49	0.63	2.57	0.55
9. Design lessons that best utilize time	2.29	0.69	2.43	0.73
10. Plan for evaluation of student needs and progress	2.14	0.72	2.40	0.60
11. Prepare lesson plans specifying objectives, etc.	2.72	0.53	2.67	0.47
12. Obtain/prepare instructional aids	2.05	0.75	2.12	0.77
13. Prepare student materials for use in lessons	2.16	0.72	2.28	0.87
14. Prepare apparatus, machines, equipment	1.65	0.80	1.69	0.89
15. Prepare and maintain displays of student work	1.81	0.78	2.15	0.84
16. Prepare quizzes, tests, exercises	2.21	0.71	2.37	0.64
II. MANAGING STUDENT BEHAVIOR IN THE CLASSROOM				
17. Establish classroom rules and procedures	2.23	0.67	2.14	0.76
18. Ensure compliance with safety rules	1.87	0.84	1.80	0.89
19. Maintain order entering and leaving class	2.13	0.72	1.94	0.95
20. Monitor student in-class behavior	2.42	0.70	2.14	0.83
21. Monitor classroom activities, assign seats	2.17	0.73	1.89	0.95
22. Encourage, praise, support desired behavior	2.46	0.66	2.38	0.64
23. Correct, discourage, document, discipline misbehavior	2.17	0.69	2.17	0.70
24. Manage time to maintain on-task behavior	2.31	0.69	2.18	0.76
25. Maintain order in the fact of interruptions	1.93	0.73	1.91	0.89
26. Support activities aimed at correcting misbehavior	1.71	0.75	1.71	0.82
III. IMPLEMENTING INSTRUCTION				
27. Organize students to optimize performance in class	2.10	0.73	2.08	0.85
28. Give students overview of lessons, goals, topics	2.47	0.63	2.46	0.68
29. Monitor and adjust instruction to suit needs	2.18	0.69	2.30	0.90
30. Provide individual assistance to meet needs	2.02	0.73	2.39	0.79
31. Implement instruction for special needs students	1.81	0.72	1.94	0.92

	PRIMARY TEACHER EDUCATORS		SUPPLEMENTARY TEACHER EDUCATORS	
	N=197		N=37	
	Mean	S.D.	Mean	S.D.
32. Encourage higher order thinking skills	2.11	0.75	2.30	0.73
33. Facilitate learning, effort by interaction	2.23	0.71	2.32	0.70
34. Provide opportunities to apply learning	2.16	0.70	2.33	0.78
Use a variety of approaches, including:				
35. laboratory or "hands-on" instruction	2.13	0.68	2.19	0.80
36. presentations	2.35	0.66	2.50	0.69
37. group interaction techniques	2.15	0.73	2.11	0.80
38. audio-visual aids	2.08	0.73	2.19	0.80
39. educational technology	1.87	0.71	2.03	0.87
40. community resources	1.51	0.71	1.89	0.76
41. independent study	1.48	0.72	1.76	0.75
42. peer instruction	1.72	0.77	1.92	0.64
43. summarize content covered in each lesson	2.36	0.62	2.38	0.75
44. relate current lesson to previous, future ones	2.40	0.65	2.30	0.73
IV. EVALUATING STUDENT LEARNING, INSTR. EFFECTIVENESS				
45. Administer assignments, quizzes and tests	2.26	0.65	2.32	0.62
46. Assign, receive, correct, grade assignments	2.27	0.73	2.35	0.67
47. Score, grade, record, feedback on quizzes, tests	2.29	0.74	2.30	0.77
48. Point out problems in English language skills	1.79	0.83	1.97	0.91
49. Remediate problems in English language skills	1.56	0.83	1.73	0.92
50. Establish/maintain records of specific objectives	1.72	0.80	2.19	0.73
51. Establish and maintain student records	2.09	0.75	2.38	0.75
52. Incorporate test scores into grades, etc.	1.86	0.75	2.08	0.91
53. Analyze student achievement in class	1.90	0.69	2.05	0.80
54. Analyze test scores and evaluation information	1.78	0.77	2.00	0.75
55. Interpret results of standardized tests	1.34	0.77	1.62	0.91
V. NON-INSTRUCTIONAL RESPONSIBILITIES				
56. Administer and monitor standardized tests	0.88	0.77	1.30	1.04
57. Communicate school rules and procedures	1.64	0.83	1.86	0.87
58. Participate in conferences, exchange information	1.53	0.81	1.76	0.88
59. Establish, communicate standards of social behavior	2.14	0.79	2.35	0.85
60. Communicate respect for diversity and equity	2.20	0.76	2.42	0.76
61. Support students' feelings of self-worth	2.27	0.75	2.26	0.84
62. Interact with students supportively, respectfully	2.11	0.76	2.06	0.79
63. Prepare reports or letters	1.13	0.76	1.24	0.97

	PRIMARY TEACHER EDUCATORS		SUPPLEMENTARY TEACHER EDUCATORS	
	N=197		N=37	
	Mean	S.D.	Mean	S.D.
64. Assign school-related class responsibilities	1.33	0.80	1.57	1.05
65. Escort and supervise assemblies, etc.	1.42	0.77	1.60	1.05
66. Monitor student behavior outside classroom	1.47	0.82	1.46	0.91
67. Identify and refer physical, emotional problems	1.63	0.78	1.66	1.12
68. Report suspected negligence, abuse of students	1.47	0.85	1.40	0.93
69. Complete reports, maintain records of materials	1.31	0.82	1.49	0.81
70. Take inventory, store, distribute, collect books	1.18	0.80	1.46	0.84
71. Request additional materials and supplies	1.13	0.86	1.34	0.89
72. Assist in preparation of dept. budget requests	0.73	0.83	0.91	0.91
73. Assess comfort and safety of classroom, school	1.32	0.82	1.50	1.01
74. Assist in preventing vandalism	1.04	0.84	1.31	0.92
75. Report acts of vandalism, damaged school property	1.08	0.84	1.37	0.93
76. Keep informed of health-related information	1.34	0.82	1.40	0.90
77. Keep informed of school/district/state policies	1.57	0.78	1.60	0.90
78. Assume responsibility for money	1.01	0.83	1.06	0.86
VI. ADDITIONAL PROFESSIONAL ACTIVITIES				
79. Keep up with developments in education, specialty	2.26	0.68	2.26	0.77
80. Collaborate with colleagues on curriculum	1.87	0.74	1.76	0.84
81. Collaborate with colleagues on instruction	1.87	0.77	1.86	0.93
82. Serve on school or professional committees	1.23	0.89	1.31	0.95
83. Supervise or guide other adults in the classroom	0.90	0.80	1.24	1.05
84. Orient, observe, assist, counsel beginning teachers	0.77	0.93	0.94	1.05
85. Supervise extracurricular activities	1.35	0.86	1.46	0.92
86. Attend/participate in activities beyond school day	1.58	0.86	1.54	1.00
87. Participate in site-based management, shared decision-making activities	1.15	0.88	1.14	0.93

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